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ABSTRACT

Described in this collection are activities designed to help parents provide informal home learning experiences for children in kindergarten through third grade. Each activity sheet provided is based on an objective or unit included in one of two programs implemented in the Montgomery County, Maryland, public schools: the Instructional Program in Mathematics and the Reading/Language Arts Program. In the primary grades reading/language arts program, children read short stories, folktales, fables, and poetry. The goal of these activities is to increase each child's comprehension through emphasis on listening, speaking, reading, and writing. Home activities supplementing the reading/language arts curriculum give children additional opportunities to use these skills at home. The program in mathematics is an organized sequence of math skills and concepts organized by categories of skills associated with addition, subtraction, time and temperature, geometric figures, and fractions. Instruction is geared to meet grade-level objectives; the content of home math activity sheets is based on these objectives. A parent handbook is included with the booklet, describing the parent involvement program and providing resources such as "recipes for fun activities" and a museum reference list. (RH)

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PARENT INVOLVEMENT IN BASIC SKILLS

HOME LEARNING ACTIVITIES

PS 013345

KINDERGARTEN

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Montgomery County Public Schools

October 1981
Revised June 1982

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PARENT INVOLVEMENT IN BASIC SKILLS
HOME LEARNING ACTIVITIES
KINDERGARTEN

TITLES	CURRICULUM	REFERENCE(S)
Reading/Language Arts (R/LA)	Unit in Narration	Type of Unit
IT HAPPENED TO ME**	Experience Story	Form Unit
FOLKTALES	Folktale	Form Unit
FIRST, NEXT, AND LAST	Chronological Order	Miniunit
PEOPLE AND PROBLEMS	Character's Problem	Miniunit
THAT'S INCREDIBLE	Real & Make-Believe Dinosaurs	Thematic Unit
MY FAMILY, MY SCHOOL, AND ME	About Me, About School, About Families	Thematic Unit
Reading	MCPS Program of Studies	Project Basic Objectives
STOP, LOOK, AND LISTEN*	R/LA, RL, p. 13, LEVEL K	1.1.0.1, 1.1.0.2, 1.3.0.1
Writing	MCPS Program of Studies	Project Basic Objective
READY TO WRITE*	Capital Letters (manuscript)	No specific reference.
READY TO WRITE*	Lowercase Letters (manuscript)	No specific reference.

Mathematics	MCPS Category	Objective	Project Basic Objective
I CAN DO IT**	Problem Solving		
NUMBERS, MORE OR LESS	Numeration	02-A, 03-A	
MIX AND MATCH	Numeration	10-B	
MAKE IT MORE*	Numeration	11-B	2.1.1
MAKE IT LESS*	Numeration	12-B	2.1.2
WHO KNOWS WHEN?	Time and Temperature	01-B	
THE LONG AND THE SHORT OF IT	Length	01-A	
FILL IT UP!	Capacity	01-B	
SHAPE TO SHAPE	Geometric Figures	01-A	
SHAPES AROUND US	Geometric Figures	03-B	
OUR PLACE IN SPACE	Coordinate Graphs	01-B	
TO HALVE OR HALVE NOT	Common Fractions	01-B	

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*Project Basic Activities
**Parent Handbook Activities

PARENT INVOLVEMENT IN BASIC SKILLS

Dear Parents,

We are learning about folktales. Folktales include tales of wishes and magic, fairy tales, and fanciful answers to "why" questions. We are talking about what is real and what is make-believe in the stories. You can help your child by doing some of the activities below.

FOLKTALES

Story Time

When you read or tell stories to your child, talk about the things that really might happen. Talk about things that are fun but not real.

You might ask:

"Do bears really talk?"
"Where do real bears live?"

A Visit to the Zoo

In a children's zoo, look at the rabbits, pigs, goats, ducks, geese, and turtles. At a regular zoo, watch the elephants, bears, owls, and wolves. At the Insect Zoo in the Museum of Natural History, look at the spiders, ants, bees, and butterflies.

Compare the animals in the stories that your child knows with the animals in the zoos. Could the real animals do what the animals in the stories do?

Television Cartoons

WATCH television with your child. The Muppets, Bugs Bunny, Woody Woodpecker, and Porky Pig are like many of the characters in folktales.

ASK, "Could real animals do what the animals on TV do?"

FOLK TALES

A Special Treat

Many Walt Disney films are taken from folktales. If you have a chance to take your child to see one, they are a special treat. Before you go, read the book or story to your child.

Talk about the differences between the book and the film. Which one does your child like better?

A Real Book and a Make-Believe Book

Help your child find pictures of real and make-believe animals and people. Old magazines, wrapping paper, and comic strips are good places to look.

Cut out the pictures.

Have your child separate them into groups of real things and make-believe things. Paste them onto sheets of paper.

Put the pages together to make a Real Book and a Make-Believe Book.

Gingerbread Friends

Help your child make gingerbread people. Use the recipe below. Read The Gingerbread Man while the cookies bake. The school library or the public library may have a copy. Your cookies may not run away when they are finished, but they will be tasty.

- 1/3 cup shortening
- 1 cup packed brown sugar
- 1 ½ cups dark molasses
- 2/3 cup cold water
- 6 cups flour
- 2 tsp. soda
- 1 tsp. salt
- 1 tsp. allspice
- 1 tsp. ginger
- 1 tsp. cloves
- 1 tsp. cinnamon

Mix shortening, sugar, and molasses thoroughly. Stir in water. Blend all dry ingredients, and stir into shortening mixture. Chill. Heat oven to 350°. Roll dough ½ inch thick on lightly floured board. Cut with gingerbread cutter. Place far apart on lightly greased baking sheet. Bake about 15 minutes or until no imprint remains when touched lightly.

FORM UNIT - Folktale - LEVEL K
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Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Reading/Language Arts we are studying the order in which things happen. Learning to tell what happens first, next, and last will help children in all their school subjects.

PARENT INVOLVEMENT IN BASIC SKILLS

FIRST, NEXT, AND LAST

Story Time

After reading a story with your child, take a few minutes to talk about the things that happened. Talk about what happened first, next, and last.

A Picture Diary

Take snapshots of your child as he or she goes through a day. Activities such as getting dressed, eating, watching TV, playing, and helping around the house make good pictures for this activity.

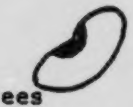
When the pictures are developed, have your child put them in order and tell you about the day.

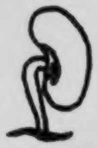
Everyone Grows Older

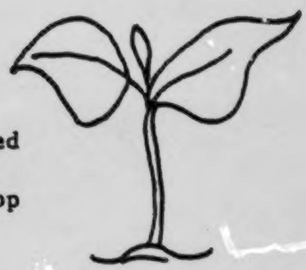
Go through the family pictures. Your children can see how much they have grown and the many stages they have gone through. Compare their pictures to yours when you were young. This helps them to see that everyone grows up in much the same way.

Talk about things that happened when they were younger. Ask your child to tell about anything special he or she remembers.

FIRST, NEXT, AND LAST



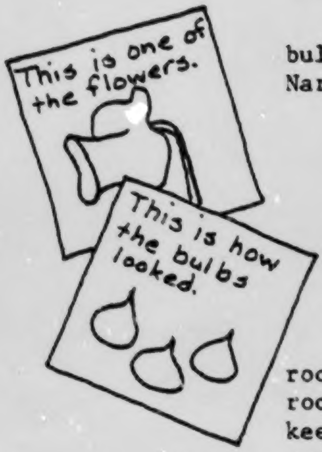




Green Beans and Maple Trees

Plant some seeds. Bean seeds (after they have been soaked overnight), maple tree helicopters, or other fast-growing varieties are good for this activity. Watching plants develop from seeds helps your child to see that there is an order to things in nature.

Flower Bulbs


This is one of the flowers.
This is how the bulbs looked.

Grow flower bulbs in the house. Many varieties of bulbs can be grown indoors. A favorite is Paper White Narcissus.

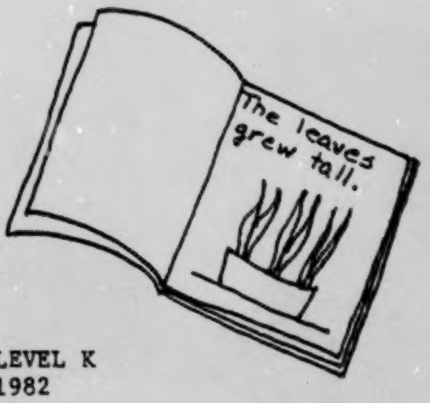
To do this you will need the following materials:

- A bowl (a plastic margarine tub works nicely)
- Rocks or gravel
- Three flower bulbs
- Water

To start the bulbs, fill the bowl half full of rocks or gravel. Place the three bulbs on top of the rocks with their pointed ends up. Add enough rocks to keep the bulbs from tipping as they sprout. Put in enough water so that the bottoms of the bulbs get wet. Put the bowl in a cool, dark place for two to three weeks. After the bulbs sprout, bring them into a sunny place and watch them shoot up.

A Growing Time Book

If you plant seeds or grow flower bulbs, your child can make a growing time book to record what happened. Every few days have your child draw a picture of the plant. (Write a short sentence that your child tells you about the plant above each picture.) The pictures can be held together by stapling or taping or by lacing string through holes punched along one side. Your child will have a very special book to share with friends and relatives.


The leaves grew tall.

MINIUNIT - Chronological Order - LEVEL K

Montgomery County Public Schools
Rockville, Maryland 20850

PARENT INVOLVEMENT IN BASIC SKILLS

Dear Parents,
We are talking about the characters in a story. The main character usually has a problem. The problem may be
1. how to do something which is hard,
2. how to change or fix something, or
3. how to get out of danger.
Finding the character's problem will help your child understand a story.

PEOPLE AND PROBLEMS

The Ugly Duckling

Let's Read

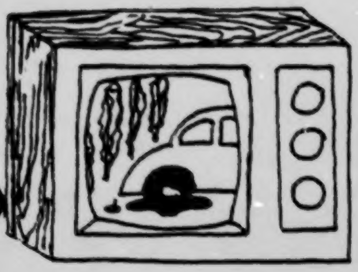
When you read to your children, read with expression to help them discover problems.

TALK about the problems of the main character.

READ several books with the same main character to see how this character can have different kinds of problems. Try Harry the Dirty Dog, Winnie the Pooh books, or the Frances books by Russell and Lilian Hoban.

Your librarian can help you find many good books.

TV Guide



WATCH a favorite TV program with your child.

TALK about the main characters at a break or the end of the program.

Did the character have a problem?
How was the problem solved?

PEOPLE AND PROBLEMS

Remembering Problems

REMIND your child that he or she once had a problem.

EXAMPLE What to wear to school
What kind of ice cream to buy
Who to play with on a rainy day
What TV shows to watch
What to do about his/her missing shoe

TALK about who was there and what happened.

What's for Dinner?

TALK with your child the next time you don't know what to fix for dinner. Suggest foods you know are not family favorites. Have your child suggest foods the family will like.

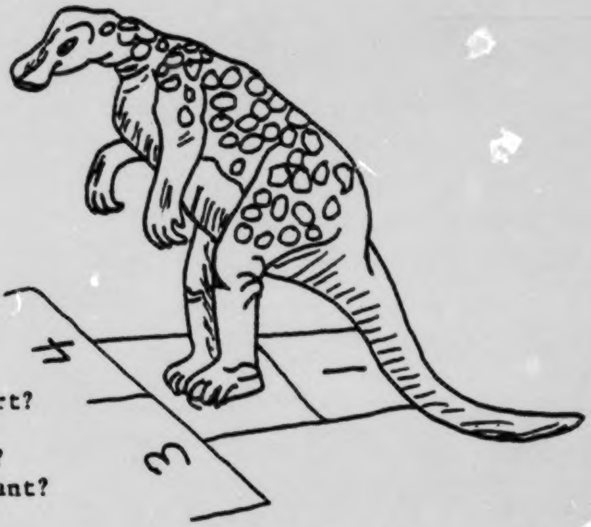
TOGETHER plan the meal.

MINIUNIT - Character's Problem - LEVEL K

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Reading/Language Arts we are learning to tell the difference between what is real and what is make-believe in a story. We are listening to stories about real and make-believe dinosaurs.

THAT'S INCREDIBLE



Checklist for Dinosaurs

Long before there were people or cats or dogs or even guinea pigs, there were dinosaurs. Now some of them can be found at the Museum of Natural History. Find them on the second floor. They're just bones now. The big long one is the Diplodocus. Which of the following things did the Diplodocus do when he lived on earth:

- Play hopscotch?
- Eat live plants (lots!)?
- Live in wet places?
- Watch television?
- Sleep in a dino port?
- Come from an egg?
- Like cheeseburgers?
- Walk like an elephant?

Tricera Tops

Have you read how Danny took a ride on a dinosaur? (Danny and the Dinosaur by Syd Hoff.) Your child can take a ride, too. Let him or her climb on the Triceratops outside the Museum of Natural History. Where would your child like to go on the dinosaur?

THAT'S INCREDIBLE

My Dinosaur's Treehouse

Make up a story about a make-believe dinosaur with your child.

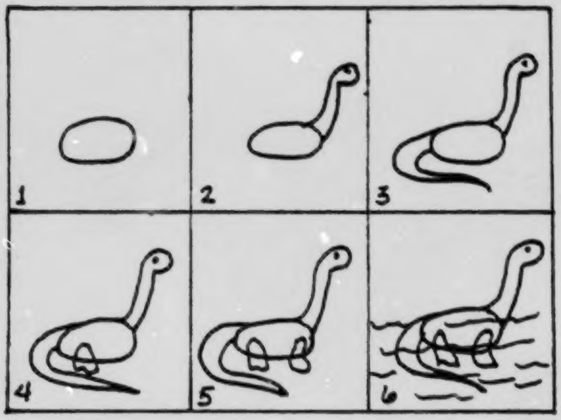
Here are some suggestions:

A dinosaur that climbs trees
A dinosaur riding a bike
A dinosaur's hiding place

Discuss whether a real dinosaur could do these things.

Write the story down and have your child draw pictures of it.

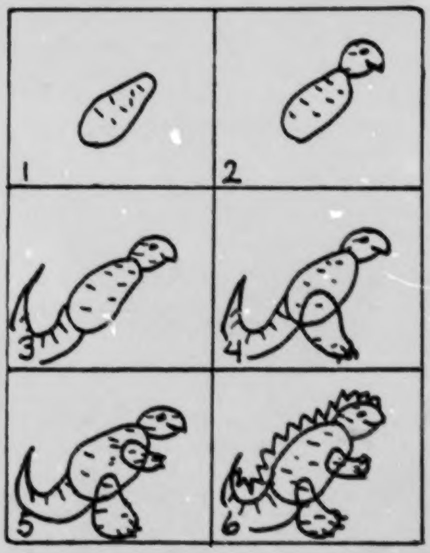
How To Make A Dinosaur



Look at Me

Let your child make some dinosaurs with homemade play dough (see Parent Handbook) or store-bought clay.

Talk about how the dinosaur is like the real ones that lived long ago or like a make-believe one.



Dinosaurs in the Library

TAKE a trip to the library with your child.
ASK the librarian to help you choose some books about dinosaurs.

READ these books with your child.
DISCUSS the dinosaurs' appearance, the foods they ate, and the difference between real and make-believe dinosaurs.

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Dear Parents,

In Social Studies we are learning that we are part of larger groups. We are thinking about things we have done by ourselves, with our families, and in school. In Reading/Language Arts we are listening to stories about other children. You can help your child by doing some of these activities.

PARENT INVOLVEMENT IN BASIC SKILLS

MY FAMILY, MY SCHOOL, AND ME

A Book About Me

Discuss with your child each of these topics:

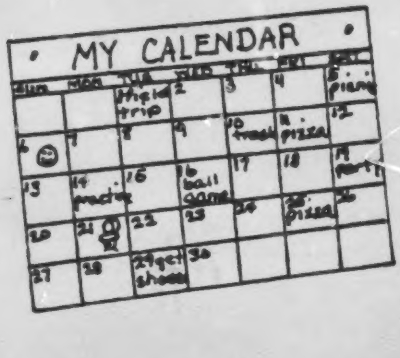
Where you live
Your child's favorite things
His or her jobs at home
A favorite activity

Have your child draw a picture of these things and give each picture a title. Write the title above each picture. Your child may also enjoy cutting pictures out of magazines to use for this.

Fasten the pictures together to make a book.

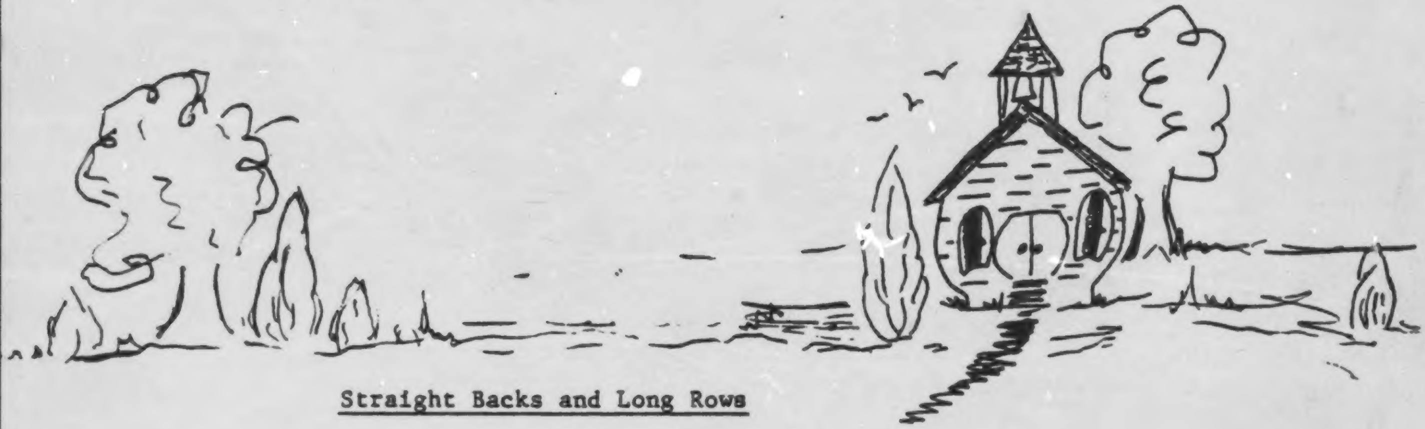
A BOOK ABOUT ME

My Calendar



MAKE a calendar of your child's activities.
MARK special events such as birthday parties or family outings.
HANG the calendar at your child's eye level.
ASK your child to tell a story about what happened on one special day.

MY FAMILY, MY SCHOOL, AND ME

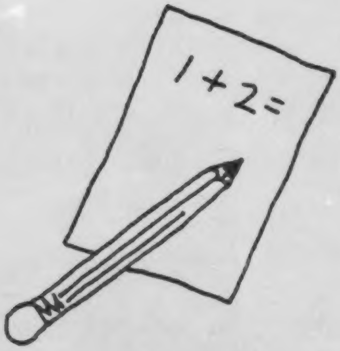


Straight Backs and Long Rows

There is an old school room on the second floor of the Museum of American History. There are desks for your child to sit on.

Talk about the following:
- How this desk is different from the desk or table at your child's school.
- What else is different about the museum school room?
- What things are the same as in your child's school?

Your parents or grandparents may have gone to a school like this. Ask them to tell what a day was like when they went to school.



THEMATIC UNIT - About Me, About School, About Families - LEVEL K

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

In Reading/Language Arts we are learning the meaning of symbols on familiar signs. Symbols can help us stay out of danger, show where we are going, and tell us things to look for. Without reading words, your child can learn the meaning of signs.

STOP, LOOK, AND LISTEN

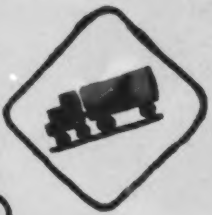
Going Places

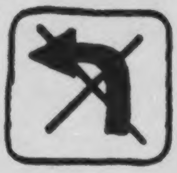
Look for road signs without words, such as

Metro
No left turn
School crossing
Road narrows
Steep grade
No U turn

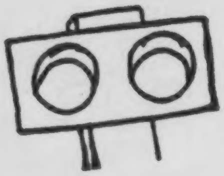
Talk about the meaning of the colors on road signs and on stop lights.

How many new signs can you find on different trips?





Noisy Signs



Listen for warning sounds such as smoke detectors, fire alarms, train whistles, sirens, or railroad crossing bells.

Talk about the meaning of the sounds and what you do when you hear these sounds.

Game Symbols

Some board games give directions by symbols rather than words.

EXAMPLES Candy Land, Chutes and Ladders, and Parcheesi

Talk about the symbols as your child plays the game.

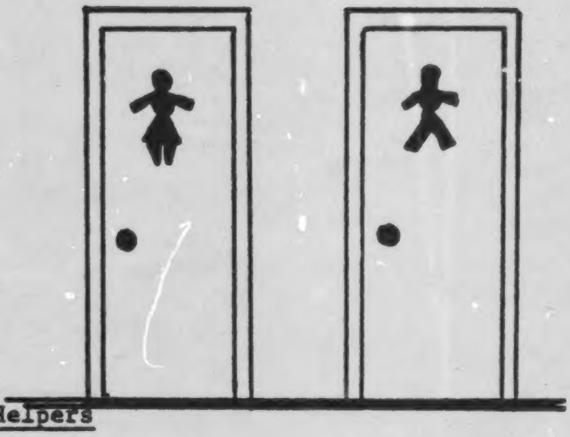
STOP, LOOK, AND LISTEN

Inside Outside

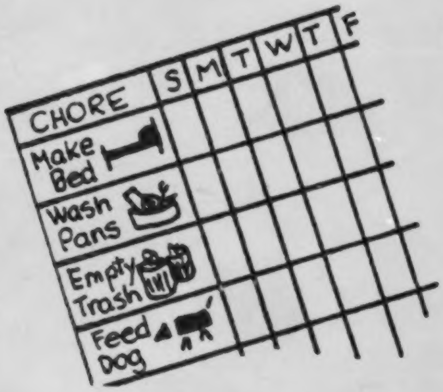
Some buildings to explore when looking for symbols include the following places:
Museums, office buildings, supermarkets, theaters, hospitals, department stores

Look OUTSIDE the building.
What signs do you see?
What are the symbols on the signs?
What do the symbols mean?

Look INSIDE the building.
What signs do you see?
What do the symbols mean?



Household Helpers

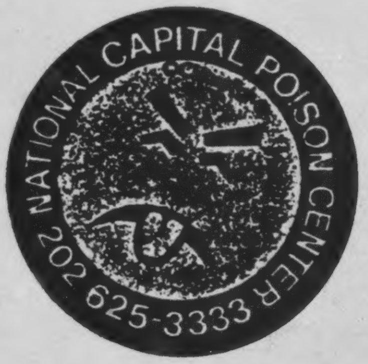


MAKE a chart with your child to keep a record of household jobs.

INCLUDE cutout symbols from magazines or drawn pictures of the jobs.

MARK the chart each day or each time your child does a job.
Use a check mark (✓) or stickers.

DANGER!



There are many warning symbols around the house.
HELP your child become aware of them.

LOOK FOR symbols on prescriptions and on household poisons.

EXAMPLES	Drain cleaners	Bleach
	Turpentine	Dishwasher detergent

TALK ABOUT why the symbols are put on products and how the symbols help us stay out of danger.

CALL (202) 625-3333
for FREE Mr. Yuk labels for containers with poisonous substances.

Program of Studies - R/LA, RL, p. 13 - LEVEL K
Project Basic - 1.1.0.1, 1.1.0.2, 1.3.0.1

Montgomery County Public Schools
Rockville, Maryland 20850

PARENT INVOLVEMENT IN BASIC SKILLS

Dear Parents,
Your child is beginning to learn to write letters. This skill takes time to develop. The help and encouragement you give at home are important. Below are some suggestions for practice. The capital letters are on the back of this sheet.

READY TO WRITE

Finger Fun

Put a spoonful of finger paint on finger paint paper, waxed paper, or a washable tabletop. (See Parent Handbook.)

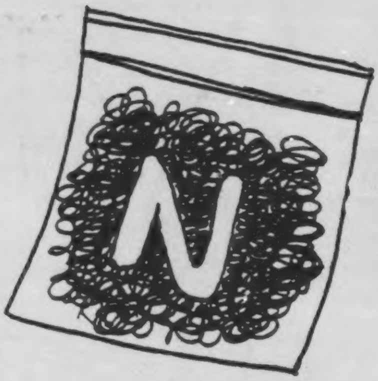
Have your child make letters in the paint.

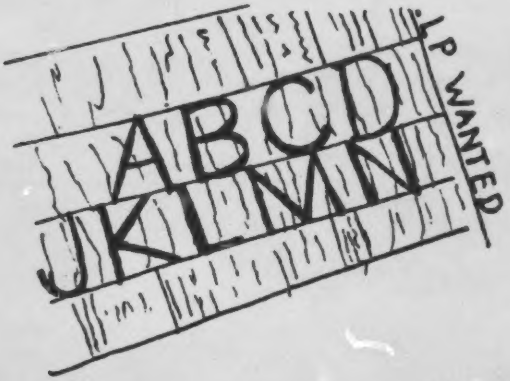
or

Put one tablespoon of finger paint, catsup, or mustard in a small ziploc bag.

Close the bag tightly.

Let your child make letters on the outside of the bag.





Help Wanted

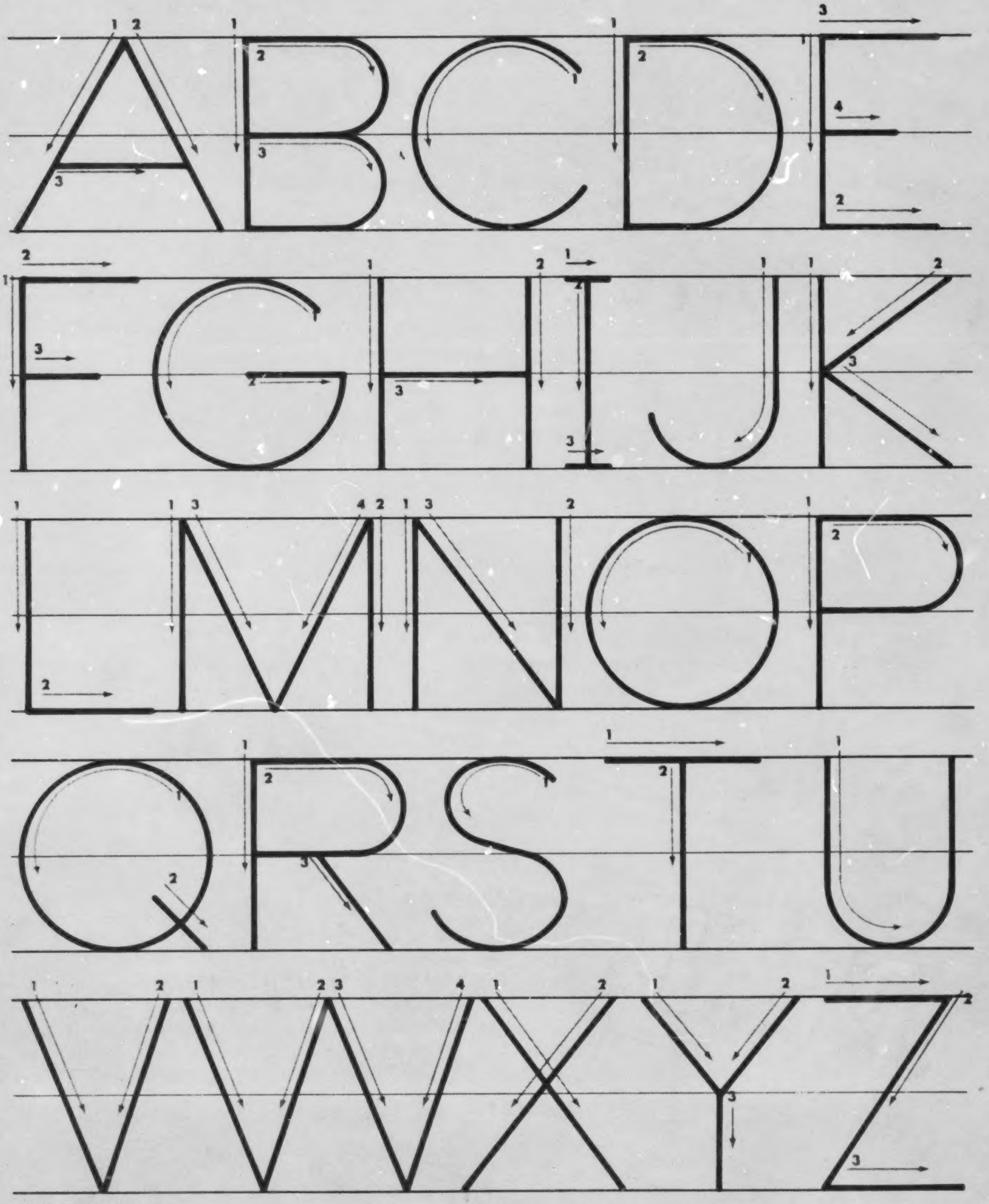
Turn the classified section of the newspaper sideways.

Let your child practice writing on the lines formed by the columns.

Use a crayon or magic marker to make large letters.

BEGINNING MANUSCRIPT ALPHABET*

Capital Letters



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PARENT INVOLVEMENT IN BASIC SKILLS

Dear Parents,
Your child is beginning to learn to write letters and numbers. This skill takes time to develop. The help and encouragement you give at home are important. Below are some suggestions for practice. On the back are the lower case letters and the numbers.

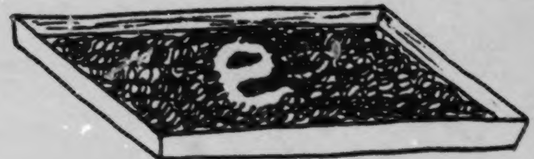
READY TO WRITE

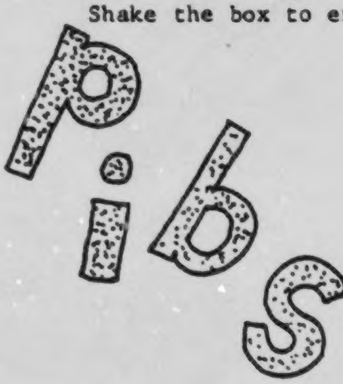
Letter Box

Cover the bottom of a box or cookie sheet with a thin layer of salt, cornmeal, sugar, oatmeal, flour, or sand.

Your child can draw letters or numbers in the box with a finger.

Shake the box to erase the letters.





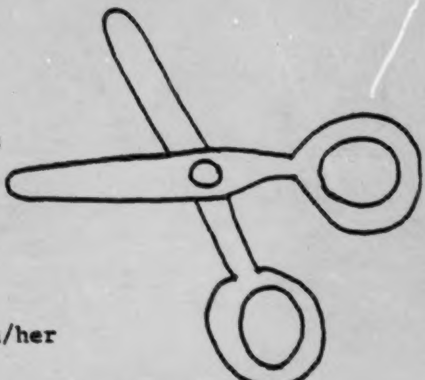
Rough Stuff

You will need the following:
Sandpaper, scissors, marker

CUT out the letters and numbers.

SHOW your child how to trace over the sandpaper with his/her finger.

TALK about how the letter or number is drawn and how it feels.

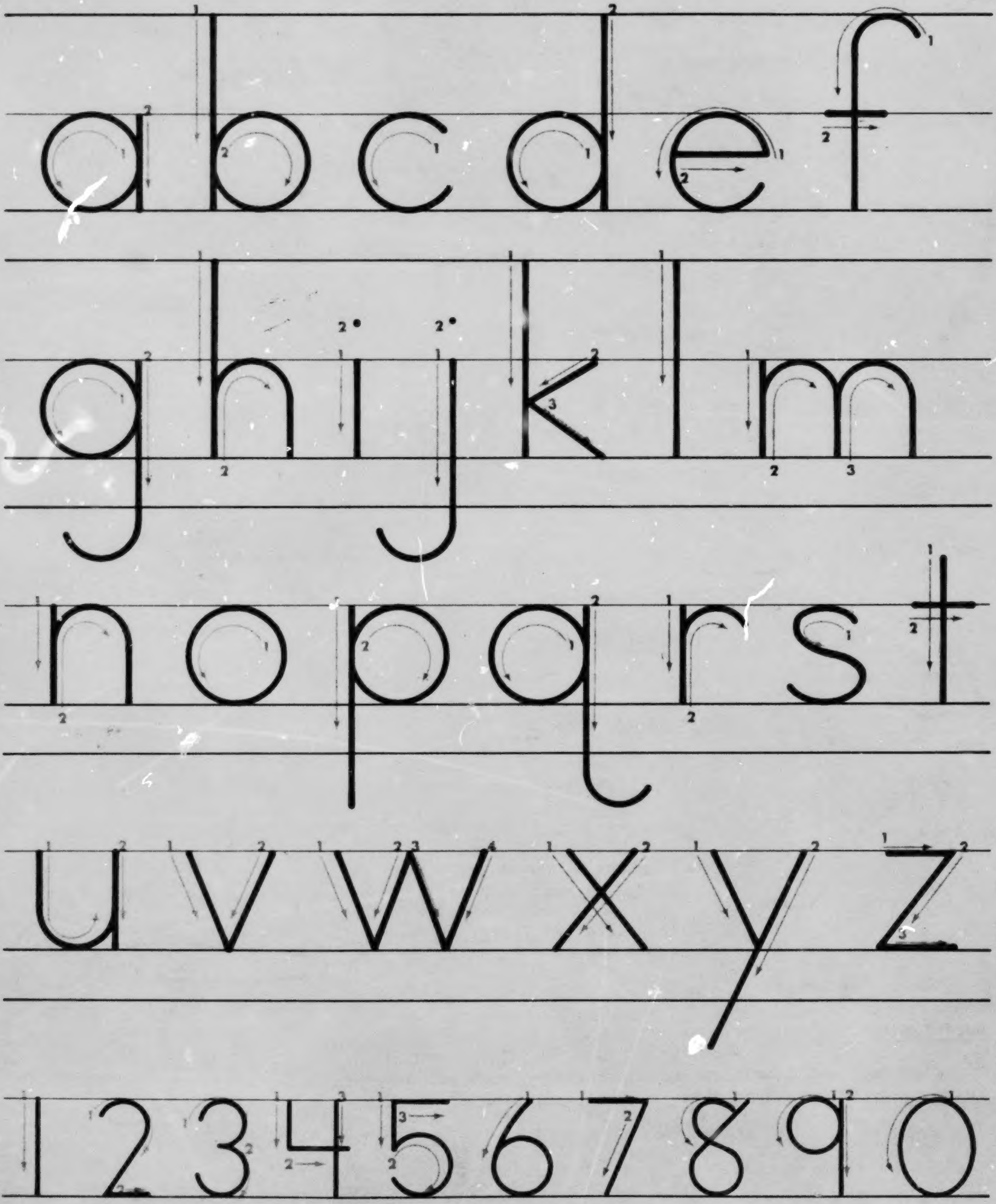


Useful Numbers

When your child has learned to write the numbers, help him/her learn to write your home phone number (including area code).

BEGINNING MANUSCRIPT ALPHABET*

Lower Case Letters



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Dear Parents,
In Math we are learning to tell the difference between the numbers of objects in groups we call sets. We are using words such as more, less, larger, and smaller.

PARENT INVOLVEMENT IN BASIC SKILLS

NUMBERS, MORE OR LESS

The Neighborhood

Compare the number of people in your family with other families in the neighborhood. Which families have more people than your family? Which families have fewer people?

Birthday Necklaces

You will need the following materials to make birthday necklaces for your family:

- A length of string for each family member and
- Objects (such as macaroni, beads, cereal o's, and buttons) with holes for stringing

Tie a knot at one end of each string to keep the objects from falling off.

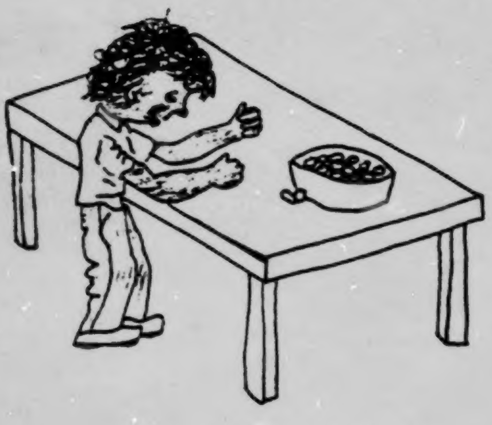
Have your child string a necklace for each family member.

Use one bead or object for each birthday. You may have to help your child count the right amount of beads or objects.

Ask your child to compare the necklaces.

Which necklace has more?
Which necklace has less?

NUMBERS, MORE OR LESS



Beans, Beans

Pour a bag of beans into a bowl.

Have your child pick up some beans with each hand.

Put the beans down in separate piles.

Have your child guess which pile has more beans. Count the beans in each pile to see if the guess was correct, or match the beans 1 to 1 to see which pile has some left over.

And More Beans

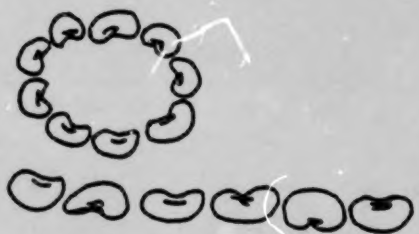
Have your child lay out some beans to form a circle.

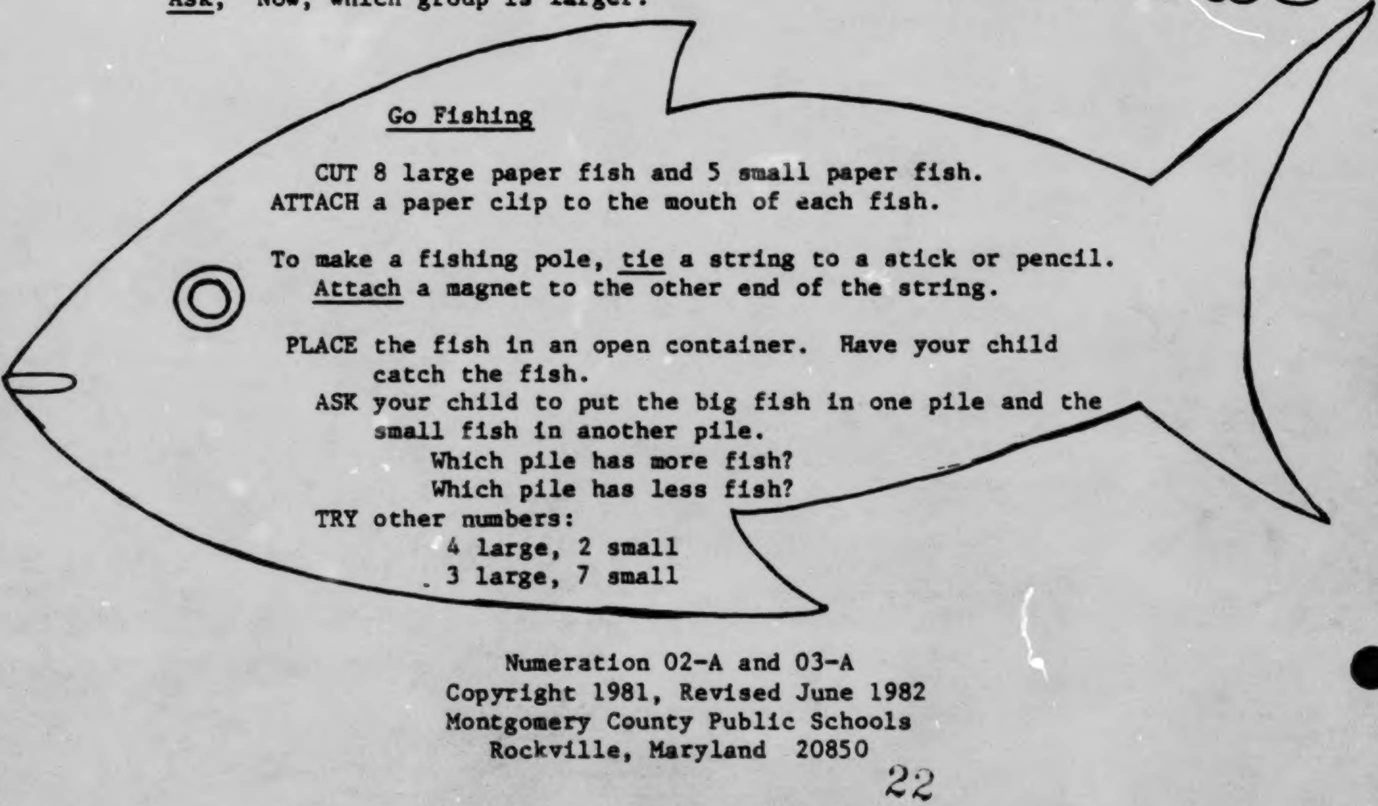
Now lay out some beans in a straight line.

Ask, "Which group is larger?"

Have your child lay the beans from the circle in a straight line next to the first straight line.

Ask, "Now, which group is larger."





Go Fishing

CUT 8 large paper fish and 5 small paper fish.
ATTACH a paper clip to the mouth of each fish.

To make a fishing pole, tie a string to a stick or pencil.
Attach a magnet to the other end of the string.

PLACE the fish in an open container. Have your child catch the fish.
ASK your child to put the big fish in one pile and the small fish in another pile.
Which pile has more fish?
Which pile has less fish?
TRY other numbers:
4 large, 2 small
3 large, 7 small

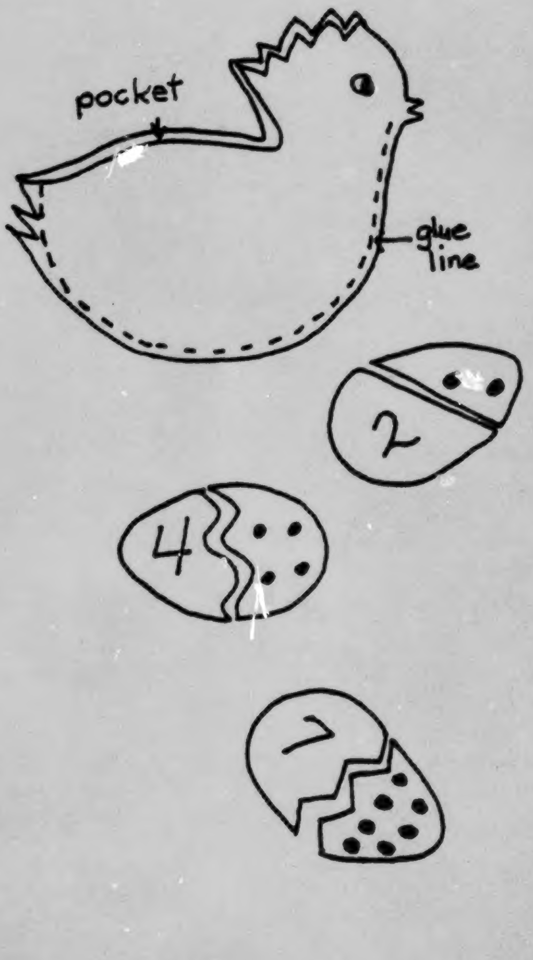
Numeration 02-A and 03-A

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning to tell how many things are in a set (group) by matching the number to the set. We are working with 9 objects or less. Below are some ways for you to help your child.

PARENT INVOLVEMENT IN BASIC SKILLS

MIX AND MATCH



Hen and Eggs

Cut out two large hen shapes from construction paper.

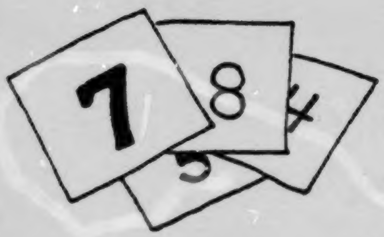
Glue or staple them together along the bottom edge, from the tail to the beak to form a pocket. Allow it to dry well before using.

Cut nine egg shapes from file cards or lightweight cardboard.

On one half of each egg, write a number from one to nine. On the other half, draw the matching number of dots. Cut the eggs as shown. Do not cut any two eggs the same way.

Mix the egg parts and lay them out. Have your child match the number to the correct set, and then put the egg in the hen. You can use paper clips to hold the matched parts together.

MIX AND MATCH

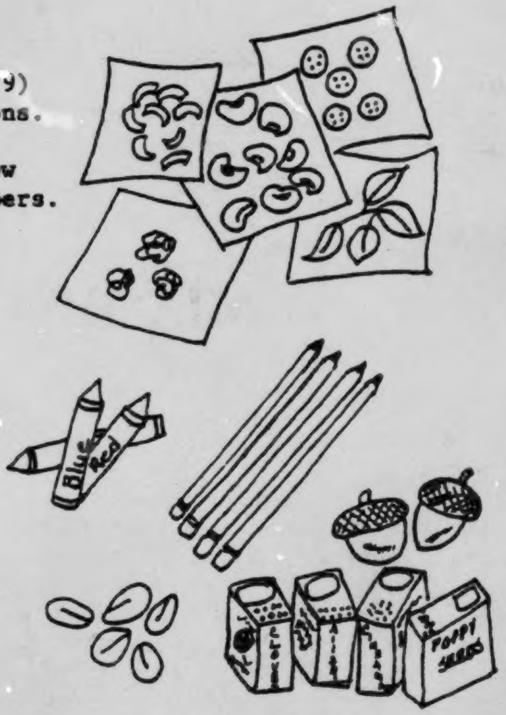


Bright Ideas

From newspaper ads and magazines, cut large numbers 1 to 9. Glue them to scraps of cardboard, file cards, or squares cut from cereal boxes. Make the cards all the same size. Use them in the following activities:

Making Your Own Sets
Idea

Making Your Own Sets



You will need large written numbers (1 to 9) and objects such as macaroni, beans, and buttons.

Have your child make sets from 1 to 9. Now ask your child to match the sets with the numbers.

Some things to make sets:

Nine cups cut from an egg carton
Nine popsicles sticks
Beads
Toothpicks
Very small toys
Acorns
Twigs or pebbles
Seashells
Popcorn

Idea

When you are cooking, get nine things from the refrigerator or cupboard (fruits, vegetables, soups, crackers).

MAKE sets of foods.

PLACE the correct number card next to each set.

Numeration 10-B
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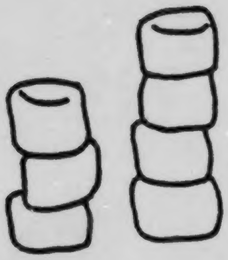
Rockville, Maryland 20852

Dear Parents,
In Math the children are beginning to learn how to add. They are learning to make a set with one more object than another set. The activities below will help your child develop this skill.

MAKE IT MORE



Building Towers

Build a tower with blocks, empty cans, or boxes. Have your child build a tower with one more block.

In the Kitchen

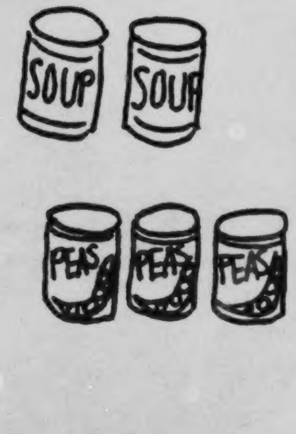
When you come back from grocery shopping, try the following:

HAVE your child select several of one kind of canned food.

ASK your child to make a set which has one more can. Use other canned foods for this set.

When you are cutting up food for a salad,

CUT UP a small number of one kind of food. Have your child make a group with one more of another kind of food.

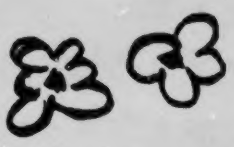


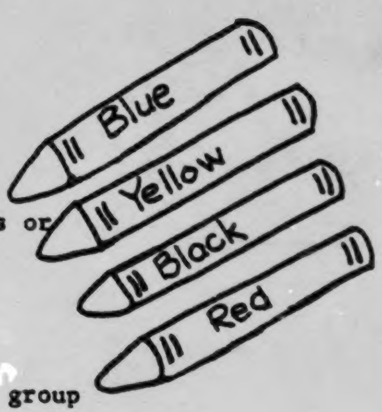
MAKE IT MORE

Set Up

Use objects such as buttons, popcorn, spoons, crayons, or toys.
Make a group of 1, 2, 3, 4, or 5 objects.

Have your child make a group with one more object than your group.





Picture This

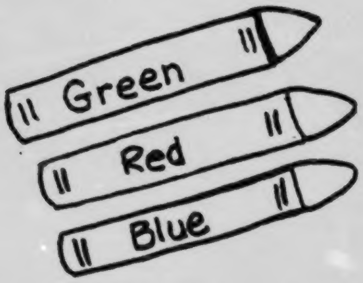
GATHER a collection of crayons or other markers.

MAKE a group of crayons for yourself.

TELL your child to select a group of crayons with one more than your set.

DRAW pictures using your own sets.

TALK about how the pictures are different.



Sorting Sets of Socks

The next time you are sorting laundry, ask your child to help.

MAKE a set of shirts (from 1 to 8).

HAVE your child make a set of socks with one more sock than your set.

TRY this with different laundry items.

Numeration 11-B
Project Basic - 2.1.1

Montgomery County Public Schools
Rockville, Maryland 20852

Dear Parents,
In Math we are beginning to learn how to subtract. We are making a set with one less object than another set. These activities will help your child develop this skill.

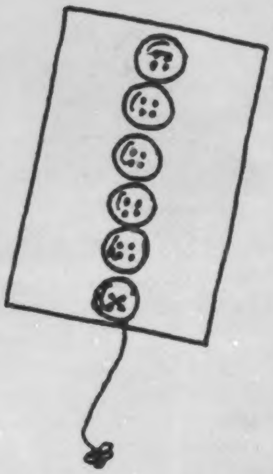
MAKE IT LESS

Pulling Strings

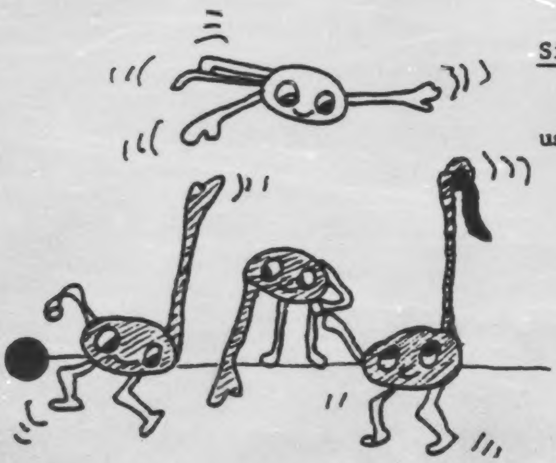
You will need these items:

Nine pieces of string, 6" (15cm) long
A number of beans or buttons
Glue
Nine index cards

For the first card, use nine objects. Glue eight of them to the card. Attach the last button or bean to a string. Make a small hole in the card and put the other end of the string through the hole. Tie a large knot in the string behind the card.



Make other cards with sets of objects for the numbers from 1-8. To use the cards, pull the string from the back of the card so the button rests on the front of the card. Ask your child to tell you how many buttons are on the card. Then pull the button and let it hang by the string. Ask your child to tell you how many buttons are left on the card. Your child will soon want to do this activity without your help.



Singing One Less

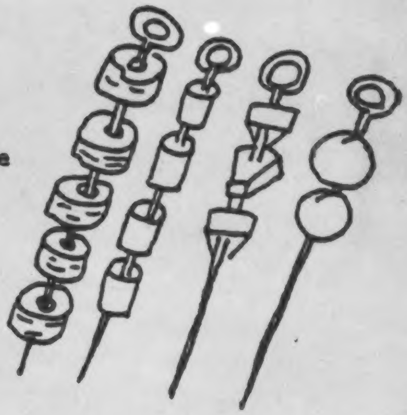
There are songs your child could sing that use the one-less concept.

Here are a few:

"5 Little Pumpkins Sitting on a Gate"
"10 Little Ants Lying on the Bed"
"10 Little Monkeys Jumping on the Bed."

Your child may know others.

MAKE IT LESS



Hot Dog Shish Kebobs

You will need these things:

- Hot dogs, cut in quarters
- Cherry tomatoes
- Carrots, cut into chunks
- Skewers
- Onions, cut in quarters
- Bell peppers, cut into large squares
- Teriyaki or barbecue sauce

On some of the skewers, place groups of these foods.

Ask your child to make other groups using one less of the foods on other skewers.

When you have finished, barbecue, brush with sauce, and ENJOY!

Vegetable Dippers

The next time you prepare a salad tray, let your child help.

CUT up raw vegetables like carrots, celery, and zucchini.

PUT nine pieces of a vegetable on the tray.

ASK your child to make a set with one less beside it.

CONTINUE around the tray using sets from two to nine.

Numeration 12-B
Project Basic - 2.1.2

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning to understand the words before, after, and earlier. Learning to tell the order of events with time words will help your child in other school subjects. Below are some ways you can help.

WHO KNOWS WHEN?

Timely Questions

TALK about time using the following words:

Whose birthday comes before yours?
Whose birthday comes after yours?
Which comes earlier, lunch or breakfast?
What did we do before breakfast?
What can we do after lunch?

A Natural

TAKE a nature walk with your child.
DISCUSS the things you see.

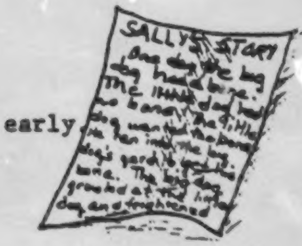
The tree has green leaves now.
What colors will they be in the fall?

What did the shadows look like when we were here earlier?

Timely Tales

Have your child tell you a story.

WRITE (print) the story as he/she tells it to you.
READ the story together.
LOOK for time words in the story: now, later, soon, early.
TALK about the order of events in the story.
Have your child draw pictures about the story.
PUT the pictures in order from the earliest to the latest events.



WHO KNOWS WHEN?

Family Outing

The next time your family is going someplace (the beach, a picnic, or a vacation),

ASK your child to help you plan the trip.
USE a map to point out the places you will visit.
TALK about what you will be doing.
USE words like before and after.

Time to Exercise

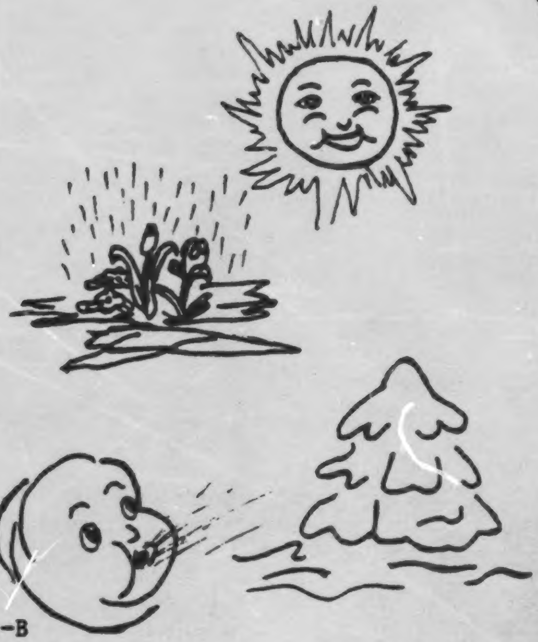
Play an exercise game with your child. Give directions such as these:

Clap your hands before you touch your foot.
Bend your knees after you touch your head.
Touch your shoulder now.

Through the Seasons

Talk about the order of the seasons. What happens to the trees and flowers before summer? After summer, what happens to the trees? In spring what happens to the trees?

Have your child draw pictures of the seasons or cut pictures from old magazines. Put the pictures together to make a book of the seasons.



Time and Temperature 01-B

Montgomery County Public Schools
Rockville, Maryland 20850

PARENT INVOLVEMENT IN BASIC SKILLS

Dear Parents,
We are using words like long, short, tall, taller, and tallest to compare sizes. We will be comparing things and putting them in order by length. The activities below will help your child learn to do this.

THE LONG AND THE SHORT OF IT

So Many Feet

On a sheet of newspaper, trace the footprints of family members.

Help your child cut out each footprint.

Let your child stand on different footprints and compare the sizes.

Ask questions using the words long and short.

Have your child arrange the footprints by size.

Sticks to People

DRAW some lines on a sheet of paper.

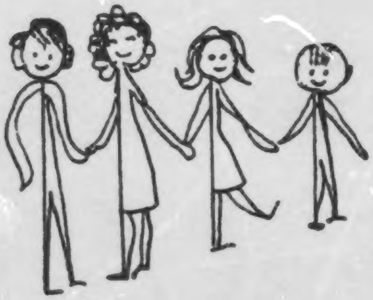
ASK your child which is shorter or longer.

CHANGE the lines into stick people.
Now ask which is the tallest and which is the shortest?

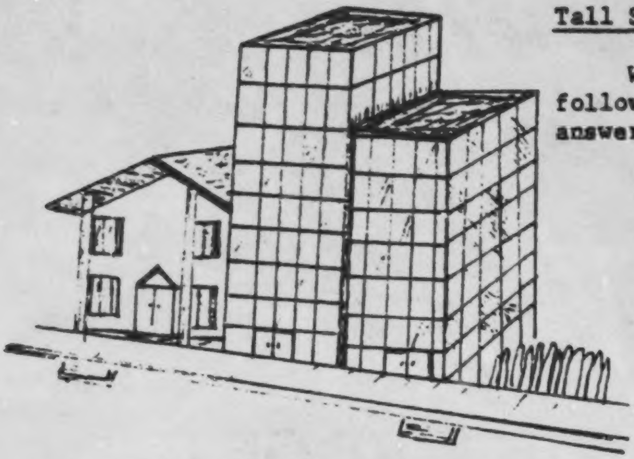
or

HAVE your child gather some thin sticks.
Break the sticks into different lengths.
Lay them side by side.
Compare the lengths.

LET your child make stick dolls of various lengths.



THE LONG AND THE SHORT OF IT



Tall Stories

When you go for a ride, ask the following questions. Talk about the answers.

Which building is the tallest?
Which building is the shortest?
Which tree is the tallest?
Which bush is the shortest?
Which pet has the longest tail?

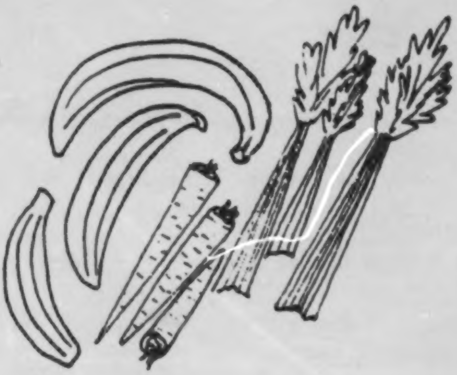
Measured Eating

USE 3 different lengths of carrots, bananas, celery, or other long vegetables or fruits.

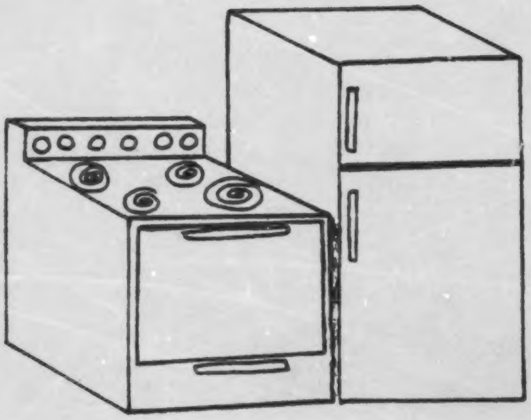
LAY them evenly on the table in rows.

ASK your child to arrange them from shortest to longest.

USE words like long, longer, longest, short, shorter, and shortest.



Kitchen Capers



LOOK around the kitchen with your child. Point out objects which are tall, short, or long.

DISCUSS some of these items:

The refrigerator
The stove
The backs of chairs
The canister set
Cereal boxes
Canned goods

Length 01-A

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are talking about full, partly full, and empty. There are many times during the day when you can help your child see the difference.

FILL IT UP!

Krispy Kritters

MAKE these delightful treats and help your child learn the meaning of full, partly full, and empty.

YOU WILL NEED
1/8 cup melted margarine or butter
4 cups melted small marshmallows
5 cups Rice Krispies cereal
raisins, nuts, and candies (optional)

COMBINE all items in a large bowl.

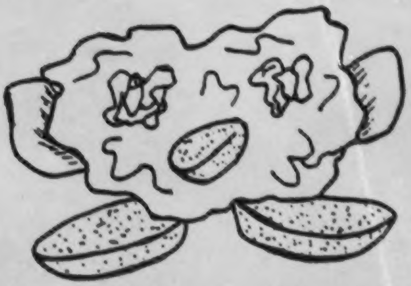
MIX well to coat all the cereal.

PARTLY FILL a bowl with cold water for wetting hands.

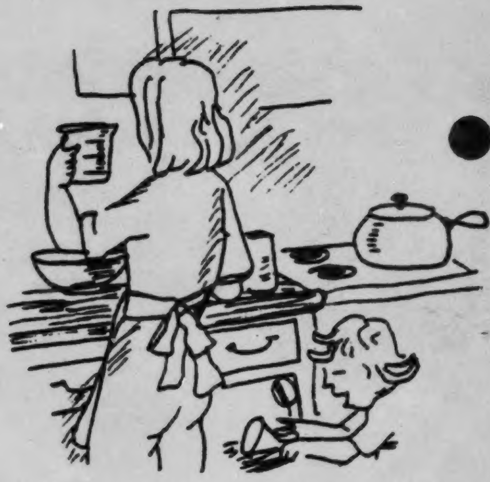
WET hands; with balls of the mixture, make all sorts of imaginary animals. (Use raisins, nuts, and candies for faces, spots, and details.)

Ask questions as you work with your child.

Is the cup full?
This cup has some margarine/butter in it.
Is it full, partly full, or empty?



FILL IT UP!



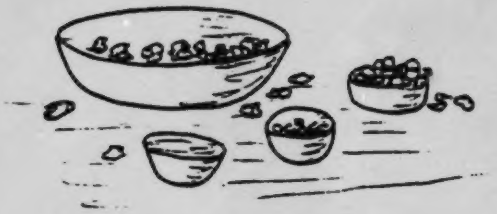
Let Me Help Cook!

The next time you prepare dinner, have your child fill the measuring cups for you.

SAY, "Please fill this cup with flour for me."
"Please fill this cup to this line for me."

ASK, "Which cup is full?"
"Which cup is partly full?"
"Which cup is empty?"

Let's Have Popcorn



ASK your child to show you:

One bowl full of popcorn
One bowl partly full of popcorn
One empty bowl

Some Outdoor Activities

There are many outdoor activities you can do with your child to teach full, partly full, and empty. Here are some suggestions:

SPRING	Watering plants in the garden
	Filling buckets of dirt
	Filling containers of seeds
SUMMER	Filling buckets of sand
	Pouring lemonade
	Putting water in the pool
FALL	Gathering baskets of leaves
	Gathering baskets of fruits
	Collecting vegetables from the garden
WINTER	Fill buckets of snow (Fill the bucket. Then press the snow down. Ask, "Is the bucket still full?")

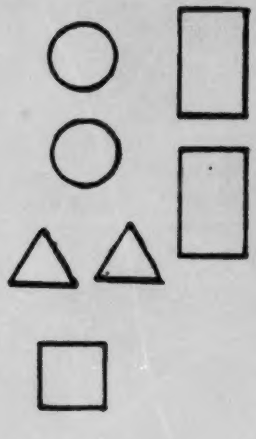
Capacity C1-B

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

In Math we are matching things by size and shape. We are using triangles, circles, squares, and rectangles. Matching objects helps children see the differences in the sizes and shapes of things.

SHAPE TO SHAPE

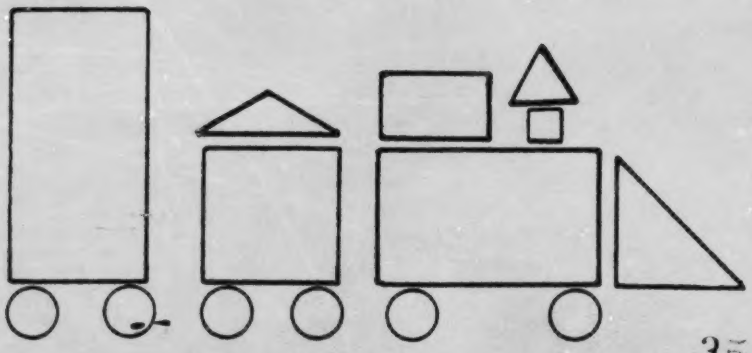


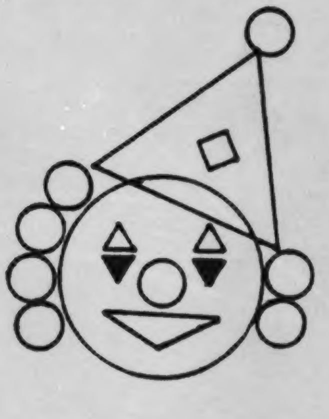
Match Making

CUT out matching sets of triangles, circles, and rectangles from paper. Make 2 of each in large, medium, and small sizes. Place one shape on a table. Have your child find its matching shape.

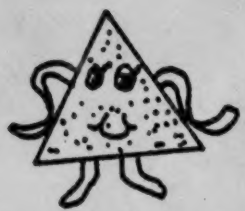
Clowning Around

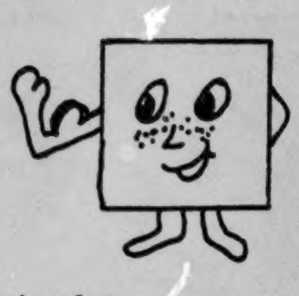
Make a picture, using the shapes you have cut out in the activity above. Encourage your child to play with the shapes to make other pictures.





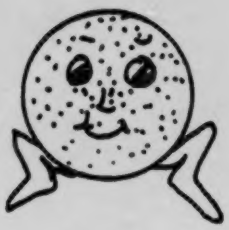
SHAPE TO SHAPE





Going Crackers

The cracker aisle in a grocery store is full of circles, triangles, rectangles, and squares. Have your child find crackers in these shapes. What shapes of crackers do you buy for your home?



Sugar Shapes

Basic Sugar Cookie Recipe

½ cup butter
1½ cup sugar
2 eggs
1 teaspoon vanilla

3½ cups flour
1 teaspoon baking powder
½ teaspoon salt

In a large bowl, cream the butter. Beat in sugar, eggs, and vanilla. Mix the dry ingredients together and add to the creamed mixture. Beat well. Chill 1 hour. Roll dough out 1/8 inch thick.

HELP your child cut different size triangles, circles, and rectangles from the dough.

BAKE at 400°F. for 6 to 8 minutes.

HAVE your child select cookies for eating by matching size and shape.

Geometric Figures 01-A
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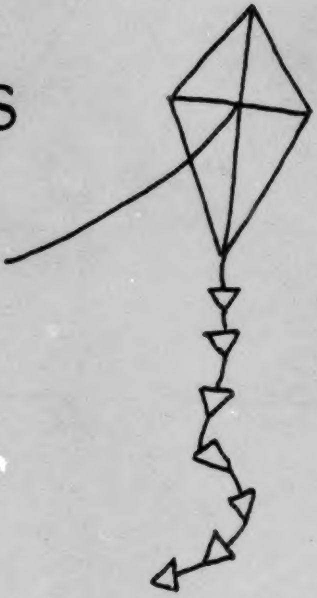
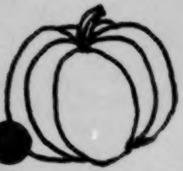
Rockville, Maryland 20850

Dear Parents,
In Math we are learning to identify circles, rectangles, and triangles by name. Seeing the differences in shapes is an important step in learning to read.

SHAPES AROUND US





What Kind of Shapes Can You Find?

A few suggestions to help your child learn more about shapes:

MAKE a kite and use triangle shapes for the tail.

MAKE a mobile, using different shapes.

ASK your child, "What is the shape of the moon, a pumpkin, a sailboat, a birthday present. . . .?"

SHAPES AROUND US

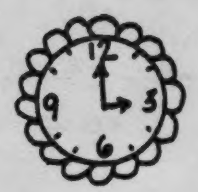
Round and Round We Go

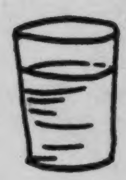
Ask your child to do the following things:

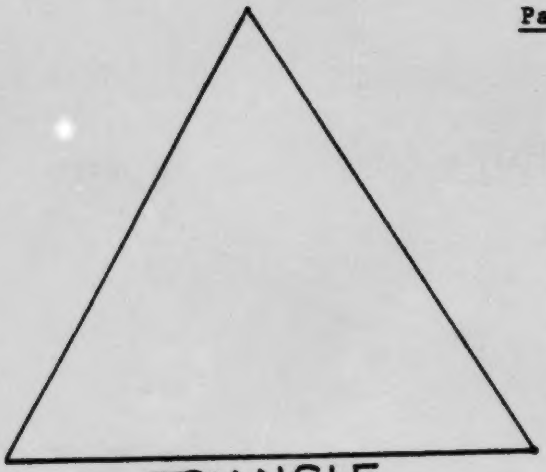
LOOK around the kitchen to find round objects such as clocks, cups, jars, pans, and plates.

TRACE around the circles with his/her finger.

DRAW these objects.







Pattern

USE this triangle as a pattern.

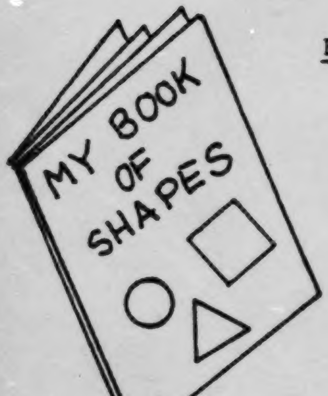
CUT several triangles from fabric, construction paper, cardboard, or newspaper.

(Using different colors or textures is an added benefit.)

HAVE your child make designs with the triangles.

LOOK in magazines for quilt patterns or other examples of designs made with triangles.

TRY this activity using the rectangle below.

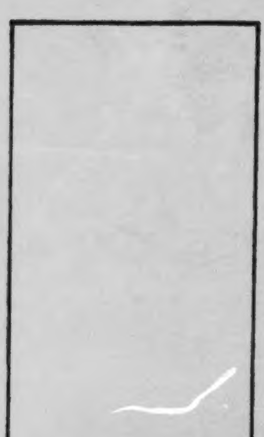


Book of Shapes

HELP your child make a book of shapes.

HAVE your child draw or cut out pictures of shapes.

MAKE one or more pages of circles, triangles, and rectangles.



Geometric Figures 03-B
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Rockville, Maryland 20850

Dear Parents,

In Math we are learning to locate things and to tell other people where they are. We will use words such as under, near, on, behind, beside, in front of, and in back of. This is the first step in learning to read coordinate graphs.

PARENT INVOLVEMENT IN BASIC SKILLS

OUR PLACE IN SPACE

Follow the String

You will need a ball of string or yarn.

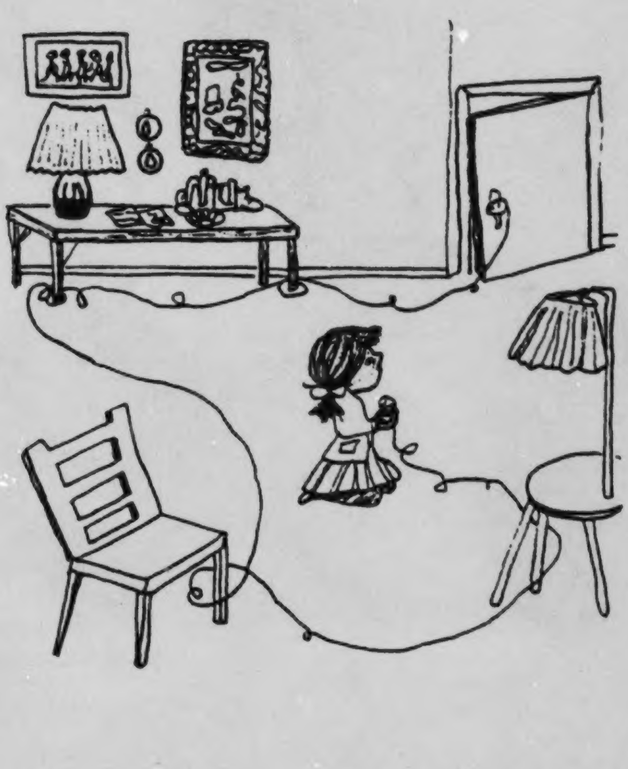
Have your child tie one end of the string to a doorknob and hold the ball in his or her hand.

Give your child directions such as:

Stand in front of the TV.
Go behind the chair.
Crawl under the bed.
Stand near the phone.

Your child will leave a trail of string.

Have your child come back to the starting place, winding up the string. Have your child tell you where he or she is at each of the landmarks.



OUR PLACE IN SPACE

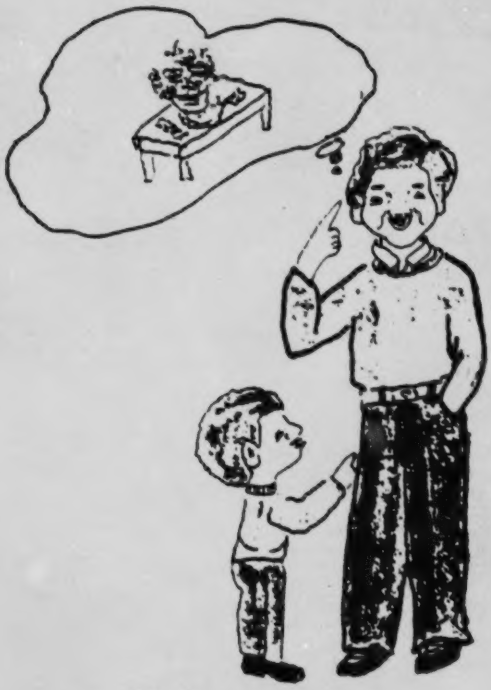
Hide and Seek

When your child plays hide and seek, ask where he or she hid.

Did you hide under the table?
Did you hide near the chair?
Did you hide behind the door?

This is also a good activity for outdoors.

Hide near the fence,
under the tree, or
in front of the bush.



Find My Spot

This game can be played anytime, anywhere. Say, "I am thinking of a spot." Have your child ask questions to find the spot.

Your child may ask these questions:

Is it near the curtain?
Is it under the sink?
Is it on the floor?

Switch roles and play again.

Idea

When you are talking with your child, try to use the words under, near, in front of, in back of, behind, or beside.

Your shoes are under the bed.
The book is beside the lamp.

Coordinate Graphs 01-B
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Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
We are starting to learn about fractions in Math. We are learning that one whole can be divided into two equal parts called halves.

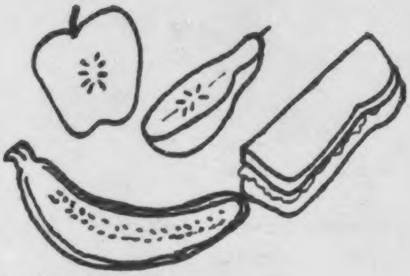
TO HALVE OR HALVE NOT

Halve a Meal

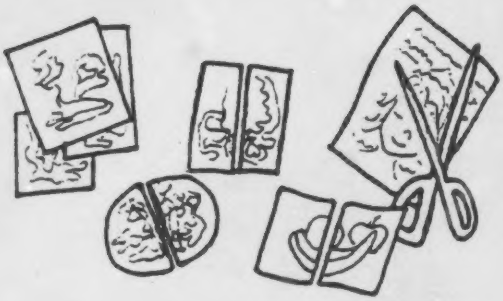
At mealtime, cut your child's foods (fruit, sandwich, toast, etc.) into two equal parts.

HELP your child name each part, one half.

ASK your child to eat one half at a time.



Halve Some Picture Puzzles



HELP your child cut several pictures from magazines or newspapers.

HAVE your child fold the pictures into two equal parts.

CUT all the pictures on the folded line.

MIX all the pieces.

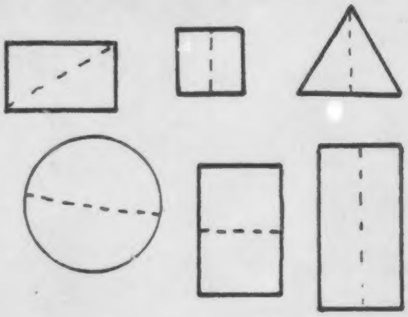
HAVE your child match the halves to put the pictures together again.

Have a Good Shape

CUT several triangles, circles, rectangles, and squares from paper.

HELP your child fold each shape into two equal parts.

CUT the pieces into halves along the folded line.



TO HALVE OR HALVE NOT

Puzzling Plates

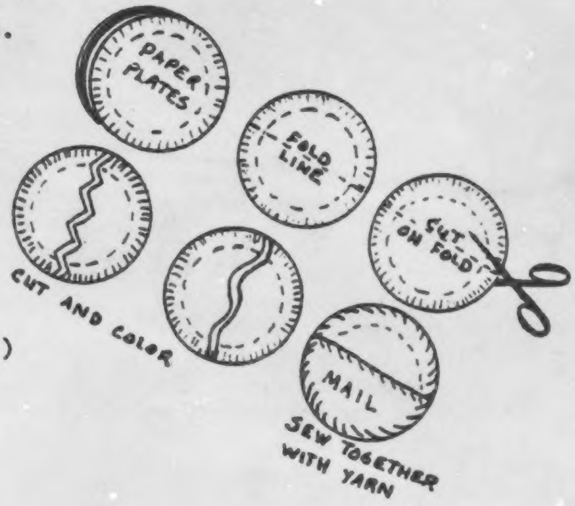
FOLD five paper plates in half.

GIVE your child one folded plate to color. Color one half red, the other half blue. Use the fold line as a guide.

HELP your child cut the other four plates in half. Make the cuts different to make paper plate puzzles.

MIX up the puzzle pieces. Match the halves.

MAKE a mail pocket from one whole plate and one half plate. (See the illustration.) Keep your Puzzling Plates in the mail pocket.



Play Restaurant

Play restaurant with your child. Talk about the menu.

EXAMPLE
One-half grapefruit
One-half cup cereal
One cup milk
One-half piece of toast
One pat of butter or margarine

LET your child help serve the food.

HELP your child identify both the wholes and the halves.

HAVE your child show you how to make 2 halves become one whole. For instance, 2 grapefruit halves put together make a whole grapefruit.

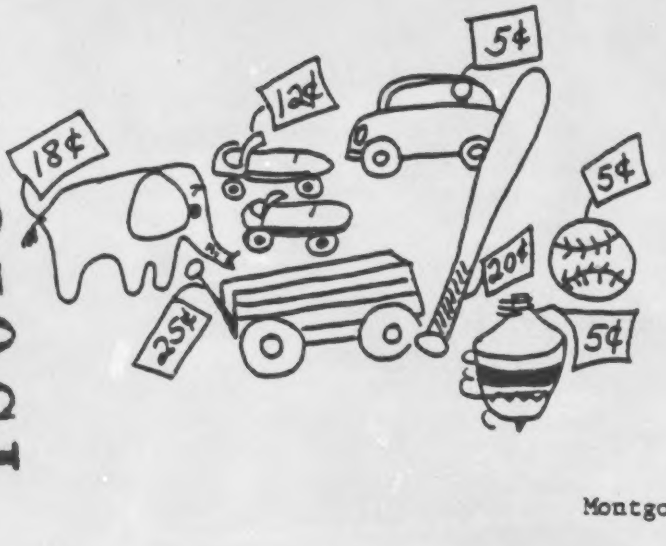
Common Fractions 01-B

Montgomery County Public Schools
Rockville, Maryland 20850

PARENT INVOLVEMENT IN BASIC SKILLS

HOME LEARNING ACTIVITIES

PS 013345



GRADE 1

Montgomery County Public Schools

October 1981
Revised June 1982

The development of the activities was supported by funds made available to MCPS from the U. S. Department of Education. However, opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education and no official endorsement of the U. S. Department of Education should be inferred.

Additional funding for the project was provided by the Maryland State Department of Education, Office of Project Basic.

PARENT INVOLVEMENT IN BASIC SKILLS
HOME LEARNING ACTIVITIES
FIRST GRADE

TITLES	CURRICULUM		REFERENCE(S)
Reading/Language Arts (R/LA)	**Unit in Narration**		**Type of Unit**
IT HAPPENED TO ME**	Experience Story		Form Unit
WHAT'S HAPPENING?	Prediction		Miniunit
WHY? BECAUSE!	Temporal & Causal Relationships		Miniunit
WHAT'S THE PROBLEM?	Conflict and Resolution		Miniunit
GUESS WHAT'S NEXT	Prediction		Miniunit
REACH OUT AND TOUCH SOMEONE	Me, You, Us		Thematic Unit
ALL YOU NEED IS	People Need Food, Clothing, and Shelter		Thematic Unit
ONCE UPON A TIME	Problems in Folktales		Thematic Unit
Reading	**MCPS Program of Studies**		**Project Basic Objectives**
SIGN LANGUAGE*	R/LA, RL, p. 23, LEVEL 1		1.1.0.1, 1.1.0.2, 1.3.0.1
Writing	**MCPS Program of Studies**		**Project Basic Objective**
WRITE ON*	R/LA, RL, p. 4, LEVELS K-2		1.2.1.5
Mathematics	**MCPS Category**	**Objective**	**Project Basic Objective**
I CAN DO IT**	Problem Solving		
YOUR NUMBER'S UP*	Numeration (Note)	19-D	3.1.1
GETTING IT TOGETHER*	Addition	01-C	2.1.1
TAKE IT AWAY!*	Subtraction	01-C	2.1.2
LOOSE CHANGE	Money	01-D	
MAKING CENTS	Money	02-D	
HOUR BY HOUR	Time and Temperature	02-D	
DAY BY DAY	Time and Temperature	03-D	
THE SHAPES OF THINGS	Geometric Figures	06-C	
ONE MORE FOR GOOD MEASURE	Capacity	02-D	
END TO END	Length	03-C	
TELL US A PART	Common Fractions	02-D	

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*Project Basic Activities
**Parent Handbook Activities

Dear Parents,
As we read, we are thinking about what has already happened and what is going to happen in the story. Remembering the order of events in a story helps children understand what they read.

PARENT INVOLVEMENT IN BASIC SKILLS

WHAT'S HAPPENING?

Once Upon Your Day

Ask your child to describe something that happened during the day, in class, at recess, at the babysitter's, or on the way home.

Encourage your child to tell you what happened first, next, and last.

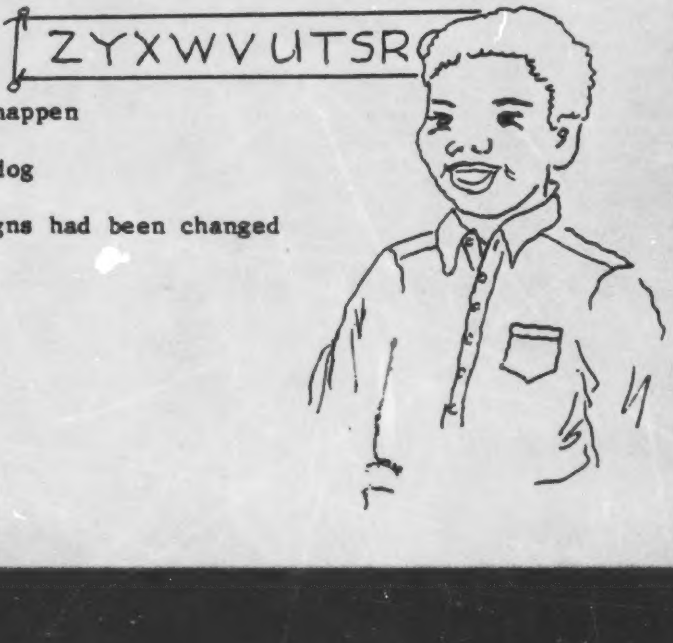
If . . . !

Talk with your child about what would happen

if you woke up one morning and you were a dog

if you were in a car and all the street signs had been changed

if the alphabet began with the letter Z



WHAT'S HAPPENING?

Picture-Picture

Choose some action pictures from the newspaper or a magazine. Make sure your child has not seen them. Fold each picture in half to separate the action. Show your child half of the picture and ask him/her to guess what the hidden half will show. Unfold the picture, and talk about the whole picture with your child.

Sing Along!

With your child, sing a familiar song or nursery rhyme that has action such as "Farmer in the Dell," "Jack and Jill," "This Little Piggy," or "Hey Diddle Diddle."

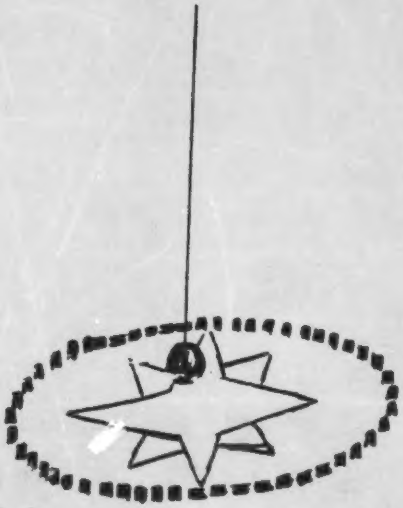
Stop occasionally and ask your child to tell you what has happened so far. Ask what is going to happen next.

When the song or rhyme is over, have the child retell the story from the beginning.

For Swingers Only

Go to the Museum of American History. In the center of the museum, there is a big pendulum. Did you ever have a yo-yo that didn't wind up? If you had swung it, you would have had a pendulum.

Can you tell which marker the pendulum will hit next?
How do you know?
(Clue: Look at the red markers.)



MINIUNIT - Prediction - LEVEL 1

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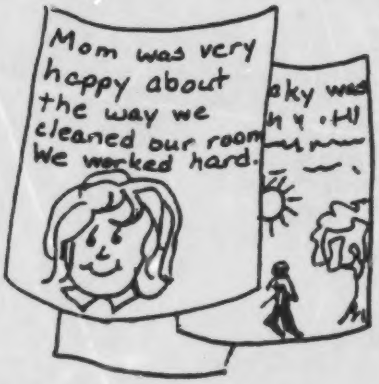
Rockville, Maryland 20850

Dear Parents,

In Reading/Language Arts we are talking about the order of events in a story and the reasons for things that happen. We are also looking at the characters' feelings. Paying attention to the order of events and the characters' feelings helps us understand a story.

WHY? BECAUSE !


Mom was very happy about the way we cleaned our room. We worked hard.
sky was

A Book of Feelings

Cut Out	pictures from magazines and newspapers showing different feelings. Select one picture. Identify the feeling.
Talk About	why the person in the picture may be feeling that way.
Write	a few sentences about the picture.
Paste	the picture on the paper with the sentences. Try other pictures.
Put	all the picture stories together to make A Book of Feelings.

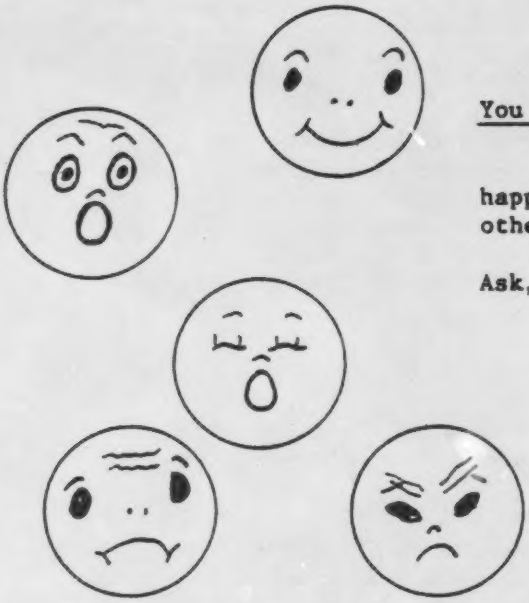
WHY? BECAUSE !

Yesterday, Today, and Tomorrow

Try some book length stories with the continuing adventures of a character. Stories about Frog and Toad, Billy Whiskers, Raggedy Ann and Andy, and the Little House series by Laura Ingalls Wilder are good ones to try.

Read one chapter each day. Before you read, recall what happened to the characters in the last chapter. Tell your child the title of the next chapter. Talk about what might happen in the next chapter.

After you read, talk briefly about what happened in the story.



You Are What You Feel

Have your child make a face showing happiness, sadness, sleepiness, anger, or other feelings.

Ask, "When did you wear that kind of face?"
"Why did you wear that face?"
"How did you feel when you wore that face?"

MINIUNIT - Temporal and Causal Relationships - LEVEL 1

Montgomery County Public Schools
Rockville, Maryland 20850

PARENT INVOLVEMENT IN BASIC SKILLS

Dear Parents,

In Reading/Language Arts we are talking about the problems characters have in a story and how they solve them.

By problem we mean:

(1) something a character wants to do but cannot do easily,

(2) something a character wants to change or fix, or

(3) something that puts a character in danger.

Something that is a problem for one character may not be for another.

WHAT'S THE PROBLEM?

Story Problems

WHEN READING stories to your child (such as Cinderella, Jack and the Beanstalk, Anansi, The Ugly Duckling), talk about the character's problem.

DISCUSS, "Who is having a problem?" and "What is the problem?"

The Comics

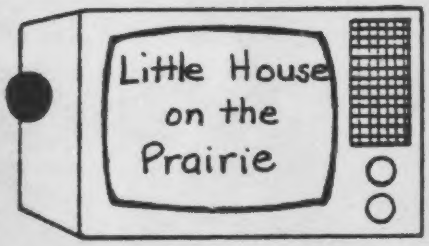
WHEN READING the comic strips with your children, talk together about the character's problem.

DISCUSS, "What is making the problem for the character?"
"Who is making the problem for the character?"
"What does the character want to change or fix?"

TV Characters

WHEN WATCHING television stories with your children, talk about the character's problem during the commercial.

DISCUSS, "What does the character want to do that will be hard?"
"What makes it dangerous for the person in the story?"
"What might the person do to solve the problem?"


Little House on the Prairie

WHAT'S THE PROBLEM?

TV Review

If you must leave the room during a TV show, ask your child to fill you in on what you missed.

Story Telling

After reading a story together, ask your child to tell you his or her favorite part.

Retelling

Retelling a story is one way for your child to begin to see how the problem fits into the story. Your child will be able to understand most stories better if he or she can tell what the problem is.

Remember?

Retell a family story in which you or your child had a problem.

What is the Problem?

Help your child see that there are problems to be solved in daily life. When an art project tears or a toy breaks, discuss the different ways the problem can be solved. You might ask- How can it be fixed? Who can fix it? or Should it be fixed at all?

Montgomery County Public Schools
Rockville, Maryland 20850

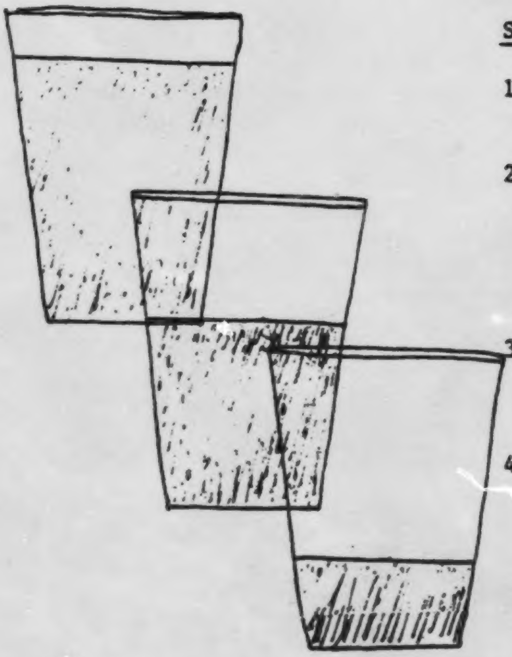
Dear Parents,
We are reading stories and talking about what could happen next. Predicting is a good way for children to get involved in the stories they are reading.

GUESS WHAT'S NEXT

Stop the Action

While READING with your child, stop and ask what might happen next. If the story is familiar to your child, you can often ask for predictions. Keep in mind that in any story, many things could happen next. Your child should be making predictions that make sense in the story.

During commercial breaks on TV, talk about what happened. Ask, "What might happen next?"



Stop, Look, Listen

1. Fill 3 glasses or jars with different amounts of water.
2. With a spoon, fingernail, or pencil, gently tap the glass with the least amount of water and listen to the sound. Next, tap the middle glass and note the difference in the sound.
3. Ask your child to predict the sound the third glass will make. Will the sound be higher or lower?
4. Rearrange the glasses and guess again.

GUESS WHAT'S NEXT

Only the Shadow Knows

Gather the following materials:

Envelopes or folded pieces of paper,
crayon or pencil

Paper clip, key, penny or other
small household items

Put an item in an envelope or between folded paper when your child is not around.

Have your child feel the envelope or paper, and try to guess what's inside.

Have your child color over the object lightly to make its shadow appear. Is it the object he/she guessed?

And Then...

Select two books with the same main character. Read one book with your child. This will help your child begin to know the character and what to expect. Read the other book but stop now and then to ask for predictions. Have your child retell his/her favorite part of the story.

MINIUNIT - Prediction - LEVEL 1 (1979)

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Reading/Language Arts we are talking about who we are, who is in our family, and who our friends are. We are learning to describe our relationships, our feelings, and our experiences.

PARENT INVOLVEMENT IN BASIC SKILLS

REACH OUT AND TOUCH SOMEONE

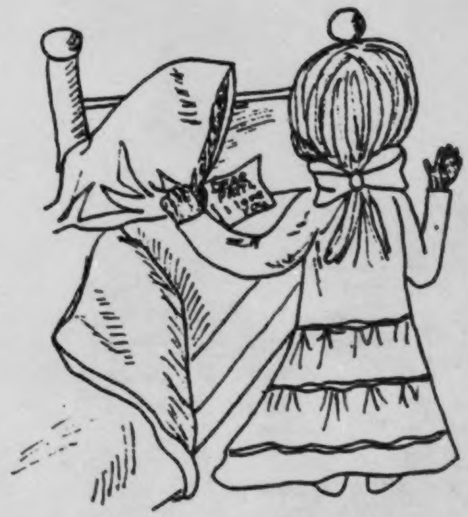
Keep In Touch

Notes can be fun. They are a way of expressing feelings - good feelings as well as bad feelings.

You and your child can write notes to each other.

If needed, an older child or adult can help your child write his/her note.

Hide the note to your child in a lunch box, under a pillow, or in a dresser drawer.



Who's Who?

As you read or as you watch TV with your child, talk about who the characters are.

Who are the parents or children?
Who are friends or enemies?
Who are the "good guys?"
Who are the "bad guys?"

REACH OUT AND TOUCH SOMEONE

Did I Get Any Mail?

Arrange for your child to receive an unexpected letter in the mail. Help your child answer it. Encourage him/her to describe family activities, friends, or feelings.

Charade of Words

Have your child act out descriptive words for you and others to guess - happy, sad, quickly, slowly.

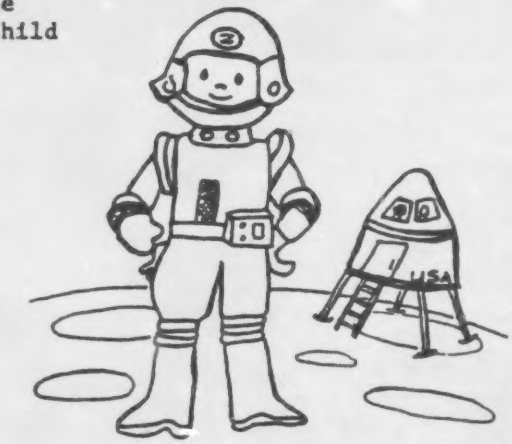
Take turns acting out and guessing the words.

Moon Landing

Visit the Air and Space Museum with your child. Find the Lunar Module on the second floor, Apollo to the Moon. Encourage your child to ride in it. Pretend that the module has just landed on the moon. How does your child feel? Is he/she

Grumpy?	Worried?
Scared?	Happy?
Surprised?	Excited?

Why might a person feel that way?



Dear Parents,
In Reading/Language Arts and Social Studies we are learning that people everywhere need food, clothing, and shelter. We have been reading and listening to stories about different kinds of food, clothing, and places to live.

PARENT INVOLVEMENT IN BASIC SKILLS

ALL YOU NEED IS

Be Prepared!

Let your child help plan for your family's next outing - trip to the beach, a camping trip, or a family picnic.

Talk about the following things:

The things the family will be doing
The clothes you should take
What you will do for food
Where you will sleep

Let your child help pack a suitcase, a back-pack, or the car. Your child may enjoy being the "checker," the one who makes sure that nothing is forgotten.

Your child can also plan for a pretend trip. Have your child cut pictures of the food, the clothes, and the shelter needed from old magazines or catalogs. These can be "packed" in a shoe box suitcase for the trip.

Be Aware!

As you read or watch TV with your child, talk about the following things:

The kinds of clothes that characters are wearing
The kinds of food that they may be eating
The kinds of houses in which they live

ALL YOU NEED IS

My House Is Not Your House

You can see how families live in other parts of the world. On the second floor of the Museum of Natural History, you might look at:

The Plains Indians
The Eskimos
The Hopi Indians

Ask your child questions like these:

What are the children doing?
Do they have any pets?
Where do they sleep?
What do they eat?
Would you like to live there, too? Why? Why not?

Doll House

If you could take a wall off a house, you'd learn a lot about what was happening inside.

At the Dolls' House and Toy Museum (5236 44th Street, NW., Washington, D. C.), they've taken the walls down. Come take a look.

Who lives where?
What might they do?
Do people have places all their own?
What do they do there?

Be What You Aren't!

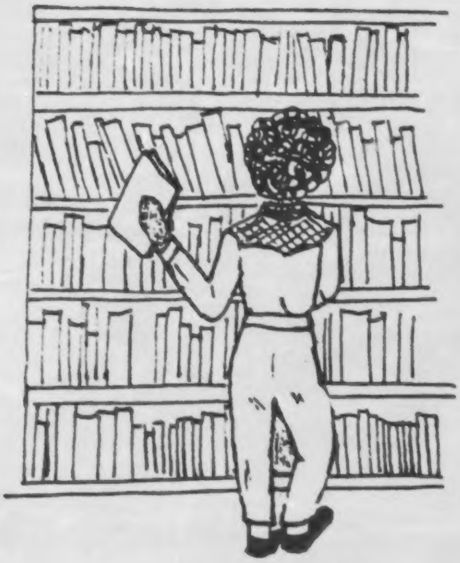
Talk with your child about what it would be like to live in another time, such as the past, the Stone Age, or King Arthur's time, or in another place, such as the Sahara Desert, the Alps, or Hawaii.

Ask these kinds of questions:

What would you have to eat?
What would you wear?
Where would you sleep?

Dear Parents,
In school we are reading and listening to folktales from different countries. Folktales are stories that have been told and retold by generations of people all over the world. We are looking at old and new folktales to find the characters' problems. Reading folktales from other countries helps us understand and appreciate other people and other cultures.

ONCE UPON A TIME



And the Answer Is...

VISIT your library. Ask the librarian for some folktales from a country you like.

READ some familiar and some new folktales with the family.

ASK your child what the problem is in the story. Which character has a problem?

DISCUSS with your child what the character is trying to do about the problem. Ask what your child would do if he/she were the character. Finish the story to discover the final answer!

Note: Libraries also have stories on records which can be borrowed. For a change, take out some story records for your child to enjoy.

ONCE UPON A TIME

And Now on Center Stage

Have your child pick a favorite folktale to present for the family.

Read the story together again. Help your child plan the action. Your child may want to use homemade puppets or live actors (brothers and sisters) in the show.

Tom's Puppets

And the Family Hero Is

SHARE with your child stories that have been told and retold in your family like the following ones:

The time Grandma won a blue ribbon
The day the family dog disappeared
How Daddy caught a fish

WRITE a folktale with your child about his or her adventures. Use topics like the following ones:

The day I lost my first tooth
The day I rescued the cat stuck in a tree
The day I ate two pizzas

And Just Sing a Song

Folk songs also have characters who have problems. You and your child may enjoy "The Hole in the Bucket," "The Old Woman Who Swallowed A Fly," or "Found A Peanut." Libraries also have records of folk songs that you may borrow.

THEMATIC UNIT - Problems in Folktales - LEVEL 1

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Reading / Language Arts we are learning to read familiar signs. Signs with symbols and words can help us find things, get where we are going, and stay out of danger.

PARENT INVOLVEMENT IN BASIC SKILLS

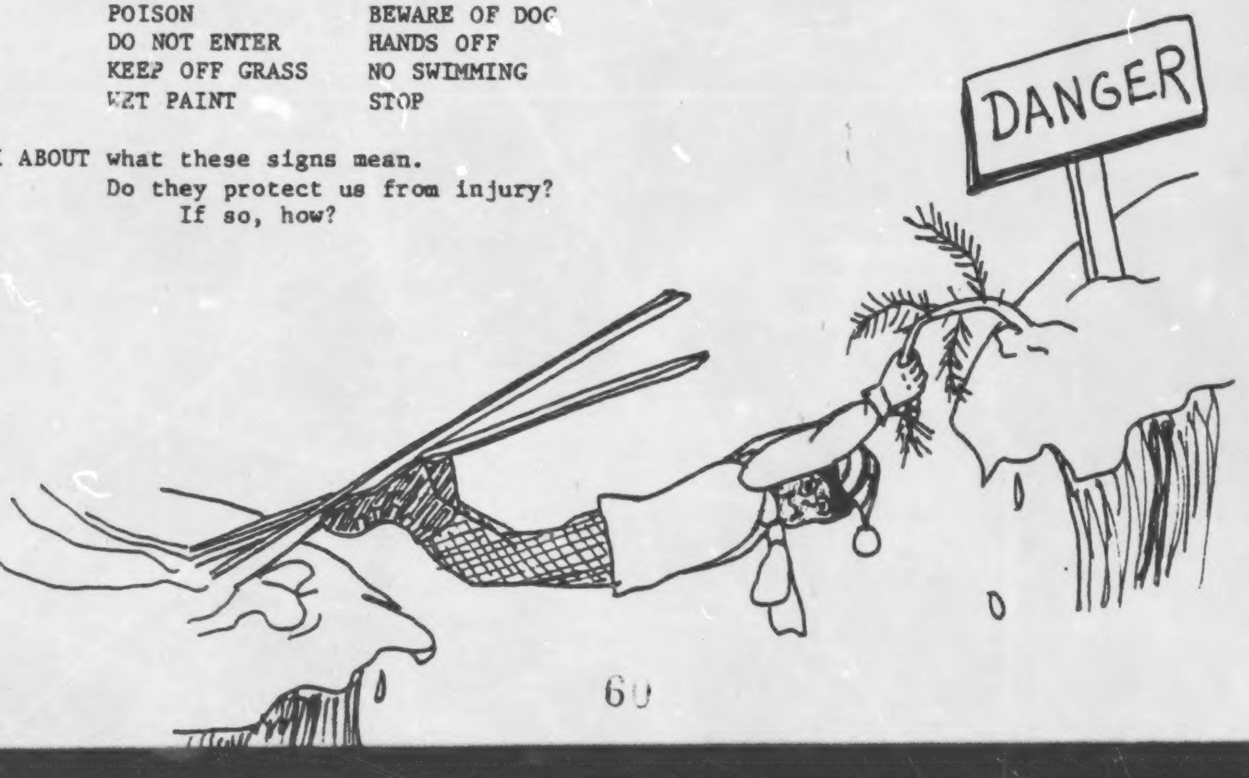
SIGN LANGUAGE

Watch Out!

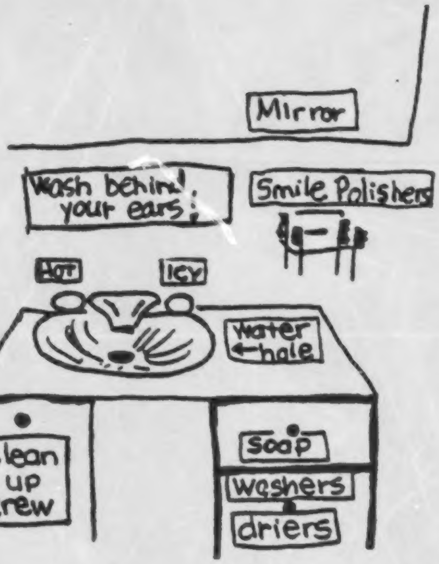
LOOK FOR caution and warning signs such as:

- DANGER
- CAUTION
- POISON
- DO NOT ENTER
- KEEP OFF GRASS
- WET PAINT
- WATCH YOUR STEP
- YIELD
- BEWARE OF DOG
- HANDS OFF
- NO SWIMMING
- STOP

TALK ABOUT what these signs mean.
Do they protect us from injury?
If so, how?



SIGN LANGUAGE


Mirror
Wash behind your ears!
Smile Polishers
HOT
ICY
water ←hole
clean up crew
soap
washers
driers

This Is a Stick-Up

Signs for objects (and places in your home) make fun labels for children to hang up.

Help your child cut out several labels to put around your home.

Have your child post the signs.

Word Watch

LOOK FOR signs that give directions, such as, EXIT signs.

LOOK FOR other signs with WORDS that help protect us, such as, WET FLOOR or FIRE EXTINGUISHER.

Visit several buildings such as department stores, hospitals, and museums. How many WORD signs did you find?

Getting There

Talk about road signs.

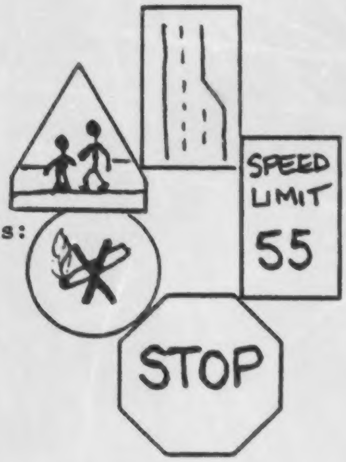
Many are symbols.

Some have words or numbers.

Some have both words and symbols.

How many signs can you find with words and symbols:

In your neighborhood?
Between your home and the grocery store?
On your next family trip?


SPEED LIMIT
55
STOP

Program of Studies - R/LA, RL, p. 23 - LEVEL 1
Project Basic - 1.1.0.1, 1.1.0.2, 1.3.0.1

Montgomery County Public Schools
Rockville, Maryland 20850

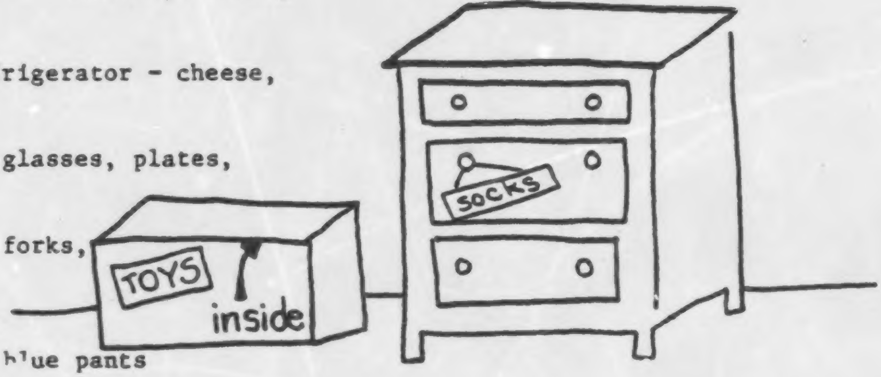
Dear Parents,
In school we are learning to write signs and labels for familiar places and things. There are many chances for us to practice this skill at home.

WRITE ON

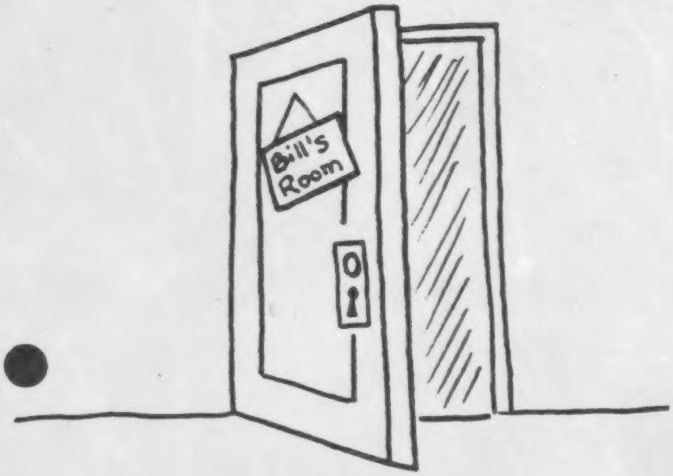
Household Signs

Your child can make and post labels for the following things:

- Places to put toys - bookcase, trucks, blocks
- Shelves of the refrigerator - cheese, lettuce, milk
- Cabinet shelves - glasses, plates, cups
- Kitchen drawers - forks, spoons
- Dresser drawers - socks, shirts, blue pants



Be prepared to help with the spelling.



Personality

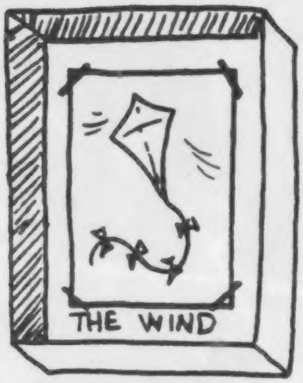
Help your child write and post labels on personal things and places around the house.

EXAMPLES

Bill's Room	Sue's Game
Mom's Desk	Dad's Favorite Chair
Cat's Dish	

WRITE ON

Artist At Work

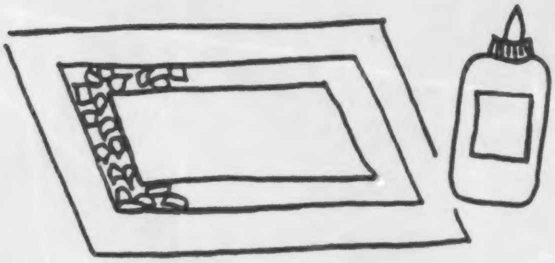


Suggest that your child title his/her next drawing or art project,

or

Gather some magazines or newspapers.

Have your child:
CHOOSE a picture
CUT it out
WRITE a title for the picture



Watch Out!

Talk with your child about places and things at home which could be dangerous or unsafe.

Help your child write signs of warning for some of them.

EXAMPLES
Watch Your Step
Danger (for knife drawer, tool box)
Hot!

Attach the signs on or near the places you and your child have chosen.

Program of Studies - R/LA, RL, p. 4 - LEVELS K-2
Project Basic - 1.2.1.5
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Dear Parents,
We are reading and writing two-place numerals (numbers) in Math. The two-place numerals* you see outside of school can be used to help your child develop this skill.

YOUR NUMBER'S UP

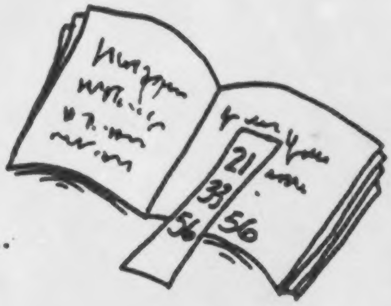
* Note: A "numeral" is the symbol for a number. The "number" is the idea or concept. When in doubt or when not concerned about being very precise, use "number" as a generally acceptable term.

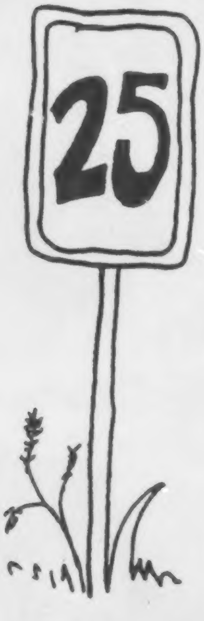
Bookmark

Have your child OPEN a book or newspaper to any page and READ the page number (less than 100).

Have your child KEEP a list of the pages where you stopped reading in a book.

This paper can be used as a bookmark.





ROCKVILLE 71

Number Watch

LOOK FOR two-place numbers on signs beside the road.

READ The miles to another town
The speed limit
The route numbers

YOUR NUMBER'S UP

Howard Cosell - Move Over!

During sports events, ask your child to "announce" the score.

He or she could also keep track of a game by writing the score at the end of each quarter of play.

or

Have your child announce his or her bowling score. A child's bowling score rarely breaks 100.

Weather Watch

Television news programs give daily reports of weather. The high and low temperatures are usually below one hundred.

Tell your child to watch for the day's temperature.

Ask your child to read the temperature or write it down, or both.

You may want to help your child keep a record or chart for more than one day. You can also use the newspaper for weather information.

Weight A Minute

Help your child:

List the names of friends his or her own age on a piece of paper.
Ask these friends how much they weigh.
Write the weight next to the friend's name.

Try this activity by listing the names of adults.

Ask how tall they are in inches.

Numberation 19-D
Project Basic - 3.1.1

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning to add. We can understand addition better by using groups of objects called sets. We are working with sets of less than ten objects.

GETTING IT TOGETHER

Naming the Set

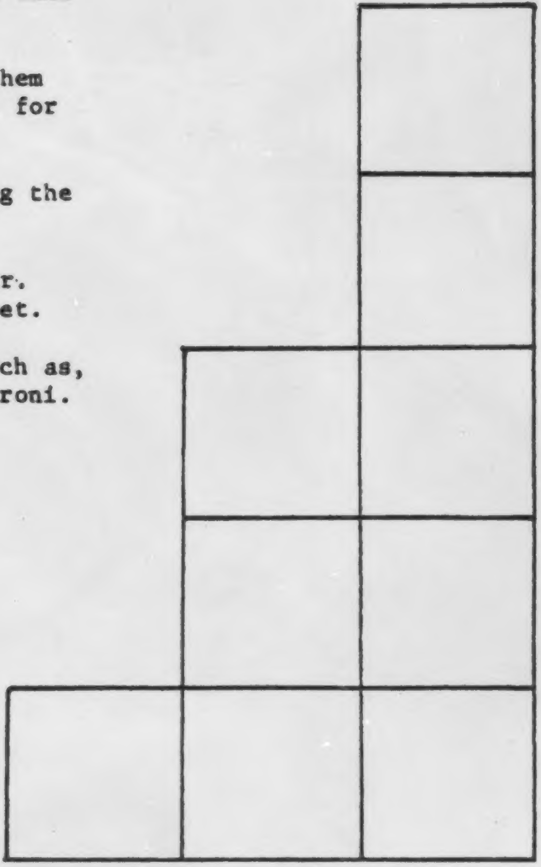
Have your child color the nine shapes on this page and cut them out.

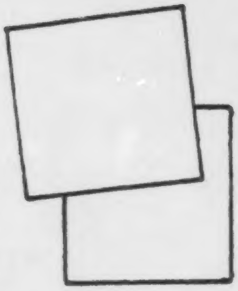
Have your child arrange some or all of them into two sets (groups) of different numbers, for example, 2 and 3, 3 and 4, or 6 and 2.

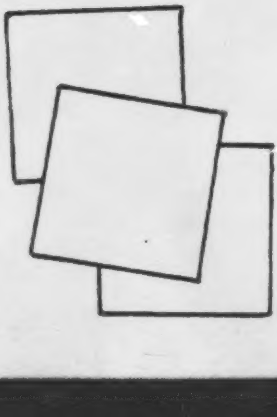
Have your child name each set by counting the number of shapes in it.

Next, put the two sets of shapes together. Have your child name the number in the new set.

Try this activity with other objects, such as, jelly beans, M&M's, crayons, blocks, or macaroni.





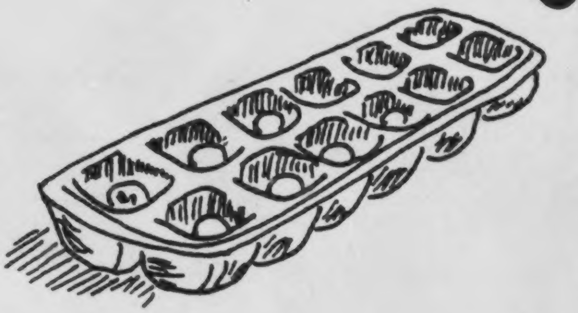


GETTING IT TOGETHER

Carton Counters

You will need the following materials:

An empty egg carton
Nine pennies

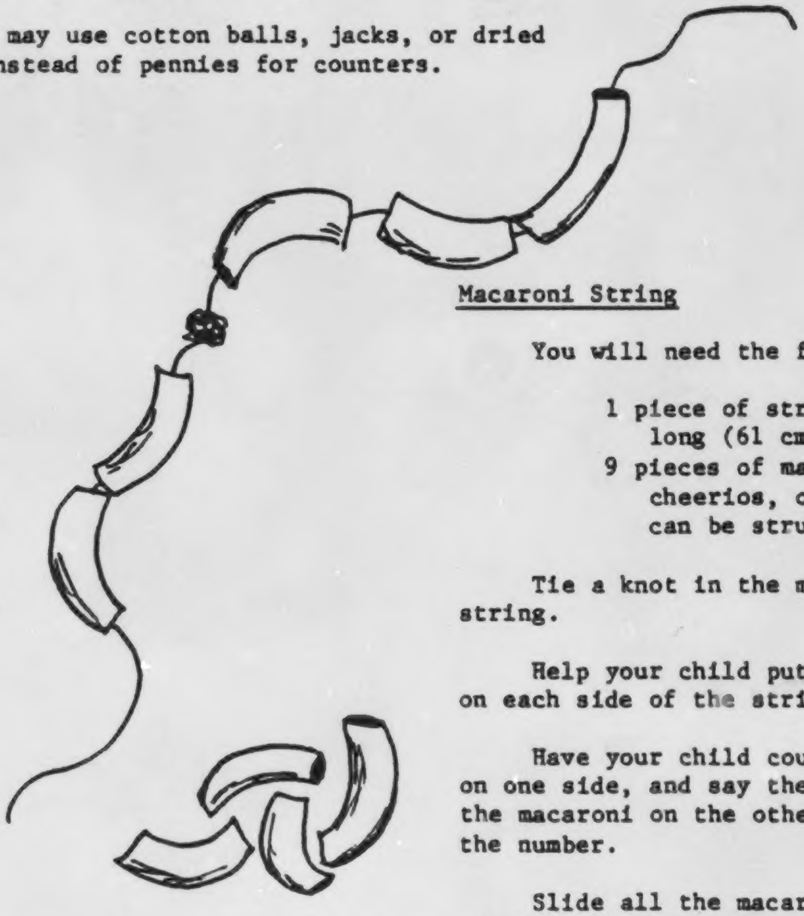


Have your child put a penny in some of the holes in the top row and some in the bottom row of the egg carton (only one penny per hole).

First, let your child count and name the number of pennies in each row.

Then have your child count all of the pennies in the egg carton.

You may use cotton balls, jacks, or dried beans instead of pennies for counters.



Macaroni String

You will need the following materials:

1 piece of string 2 feet long (61 cm)
9 pieces of macaroni, cheerios, or anything that can be strung

Tie a knot in the middle of the string.

Help your child put some macaroni on each side of the string.

Have your child count the macaroni on one side, and say the number. Count the macaroni on the other side, and say the number.

Slide all the macaroni to the middle, and say the number for the combined sides.

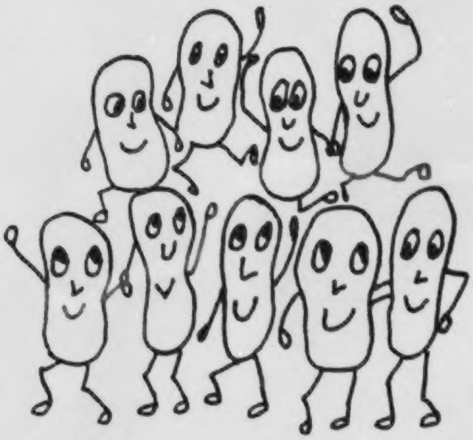
Addition 01-C
Project Basic - 2.1.1

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

In school we are learning to subtract. We can understand subtraction better by using groups of objects called sets. We are working with sets of less than ten objects.

TAKE IT AWAY!



End Results

Gather nine objects such as beans, pennies, or candies. Place some (any number from 1 to 9) on the table.

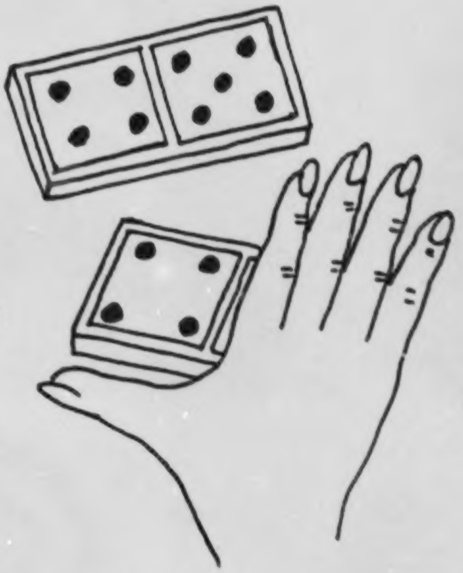
Have your child name the number on the table.

Move some of the objects away and have your child tell:

How many are in the removed set?
How many are in the remaining set?

Domino Theory

Use a set of dominoes to help your child practice subtraction. Make dominoes out of index cards or pieces of paper.



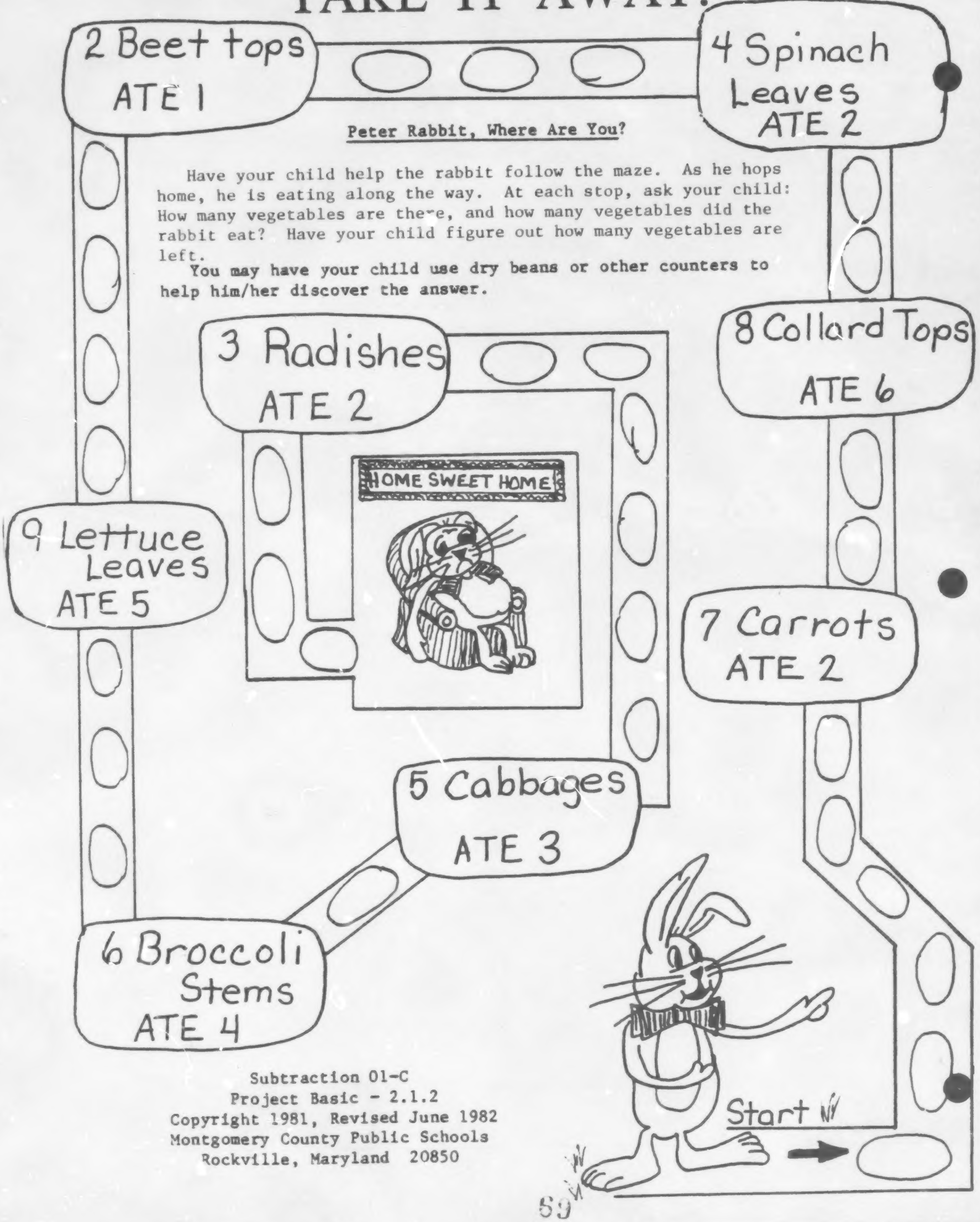
HAVE your child count the total dots on a domino.

COVER half of the domino and ask your child to name the uncovered set.

HAVE your child name the covered set by subtracting the uncovered set from the total that he/she counted.

REMOVE your hand to let your child check the answer.

TAKE IT AWAY!


2 Beet tops
ATE 1
4 Spinach Leaves
ATE 2
3 Radishes
ATE 2
8 Collard Tops
ATE 6
HOME SWEET HOME
9 Lettuce Leaves
ATE 5
7 Carrots
ATE 2
5 Cabbages
ATE 3
6 Broccoli Stems
ATE 4
Start

Peter Rabbit, Where Are You?

Have your child help the rabbit follow the maze. As he hops home, he is eating along the way. At each stop, ask your child: How many vegetables are there, and how many vegetables did the rabbit eat? Have your child figure out how many vegetables are left.

You may have your child use dry beans or other counters to help him/her discover the answer.

Subtraction 01-C
Project Basic - 2.1.2

Montgomery County Public Schools
Rockville, Maryland 20850

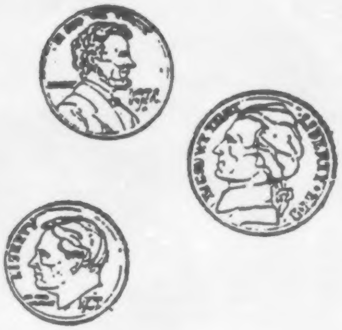
PARENT INVOLVEMENT IN BASIC SKILLS

Dear Parents,
In Math we are learning what a penny, nickel, and dime look like and how much each is worth. Using real coins for practice helps us learn to recognize them.

LOOSE CHANGE

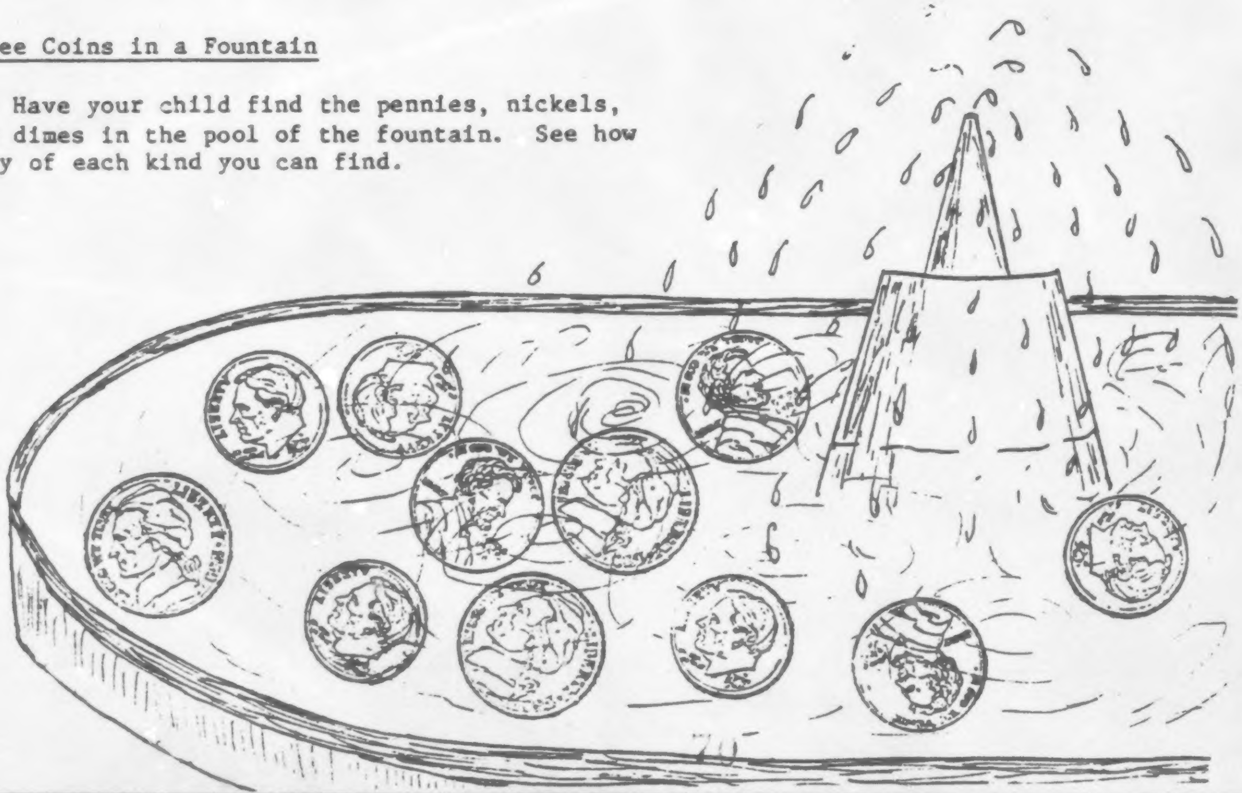
Metal Money

Gather some pennies, nickels, and dimes. Put them all in a pile on the table. Have your child sort them and tell you how much each coin is worth. Make stacks of pennies that will equal the value of a nickel or a dime.



Three Coins in a Fountain

Have your child find the pennies, nickels, and dimes in the pool of the fountain. See how many of each kind you can find.



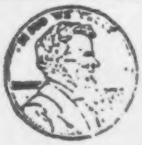
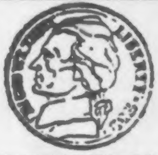
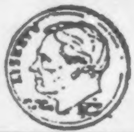
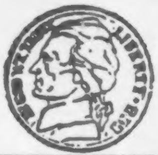
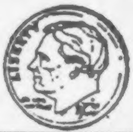
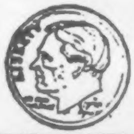
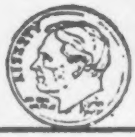
LOOSE CHANGE

Coin Exchange

Materials:
- 10 pennies
- 2 nickels
- 4 dimes

Have your child name the coins below. Cover them one at a time with the real coin.

Read each question together. Have your child answer the question by placing the correct number of coins in the box.

How Many Pennies	=		?
How Many Pennies	=		?
How Many Pennies	=		?
How Many Nickels	=		?
How Many Nickels	=		?
How Many Dimes	=		?
How Many Nickels and Pennies	=		?

Money 01-D

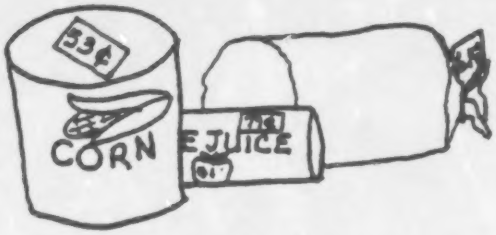
Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning what the cent sign means, when it is used, and how to write it. It is important for us to learn that the cent sign means money.

MAKING CENTS

Hide And Go Cents

With your child, hunt for the cent sign on items around the house. Look on food cans, postage stamps, your child's coloring books, and inexpensive story books. How many can you find?



Shopping Cents

Go over your menus and the grocery shopping list with your child. Look through the newspaper food ads. Are there items on sale that you need? Do you have any coupons that you can use?

Have your child collect coupons.

How many cents off will you get with each coupon?

Look for the cent sign when you are in the store.

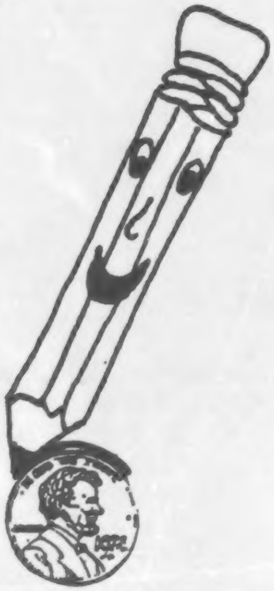
TRY CHEERIOOPS
15¢
15¢
15¢
15¢
USE THIS CENTS OFF COUPON

MAKING CENTS

Drawing Cents

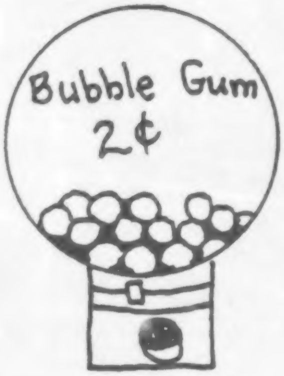
Have your child make a cent sign by tracing a c around a coin. Remove the coin and draw a line through the c. The result will be a cent sign.

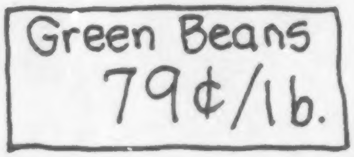
Have your child draw some cent signs in the space on this page.



Common Cents

Look for the cent sign when you are buying groceries. How many places outside your home can the cent sign be found?





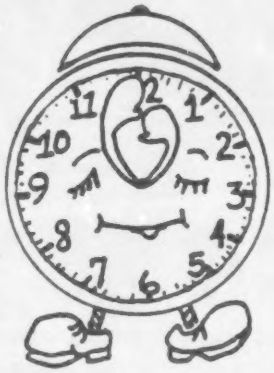
Money 02-D

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

In Math we are learning to read the time on a clock. We are learning where the hour numbers are on the clock's face and where the hands point at different hours.

HOUR BY HOUR



Riddle Time

Q. How do you know that a clock is shy?

A. It keeps its hands in front of its face.

Marking Time

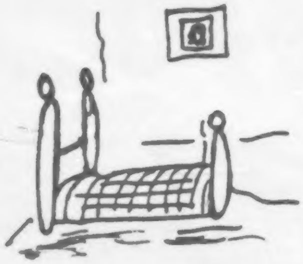
Ask your child to tell you the time occasionally during the day. (Be sure to ask on the hour.)

What is everyone doing at that time?

Discuss your child's schedule. About what hour your child:

Gets up for school
Leaves for school
Eats lunch
Comes home from school
Eats dinner
Plays or watches TV
Goes to bed

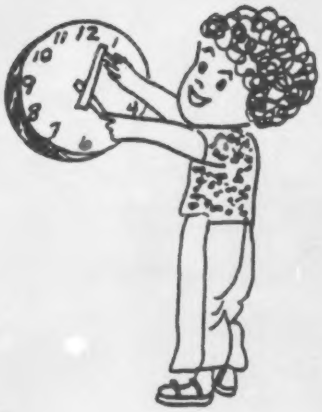
How does the schedule change on the weekends?



HOUR BY HOUR

My Time

Materials: Round paper plate
Paper drinking straw - cut in 2 different lengths
Brass fastener



HELP your child write the numbers on the plate to make a clock. Write 12, 3, 6, and 9 first.

ATTACH the 2 pieces of the straw to the center of the plate so that the hands can be moved.

USE the long piece as the big hand or minute hand and the short piece as the little hand or hour hand.

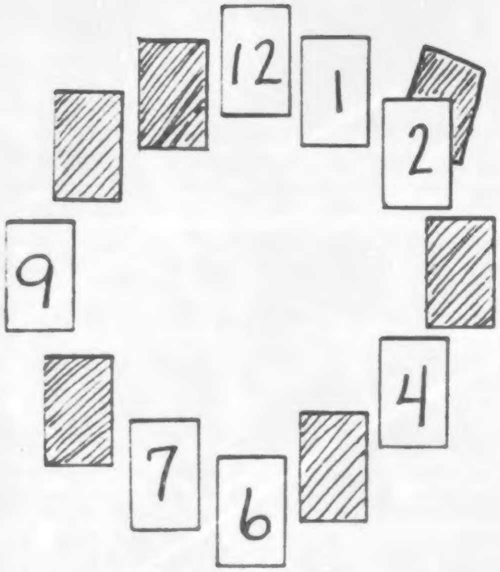
HAVE your child move the hands of the clock to show the hour for breakfast, the start of school, and a favorite TV show.

Game Time

NUMBER twelve index cards from one to twelve.

MARK another card with an X to make thirteen cards.

SHUFFLE the cards. Place twelve cards facedown in a circle like a clock.



LOOK at the last card and place it at the proper clock position.

TURN the facedown card at that position over. Move it to the proper clock position.

See how far you can get before the X card is turned up.

Suggestion: You can play this game with regular playing cards. Play with one suit or the whole deck. The ace is one, the jack is eleven, the queen is twelve, and the king is the X card. If you play with four suits, continue play until the fourth king is turned up.

Time and Temperature 02-D

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

In Math the children are learning to read the calendar. They are looking for

1. the name of the month,
2. a week,
3. a specific day of the week, and
4. the number of days in the month.

At this time your child does not need to know the order of the days of the week or the order of the months of the year.

DAY BY DAY

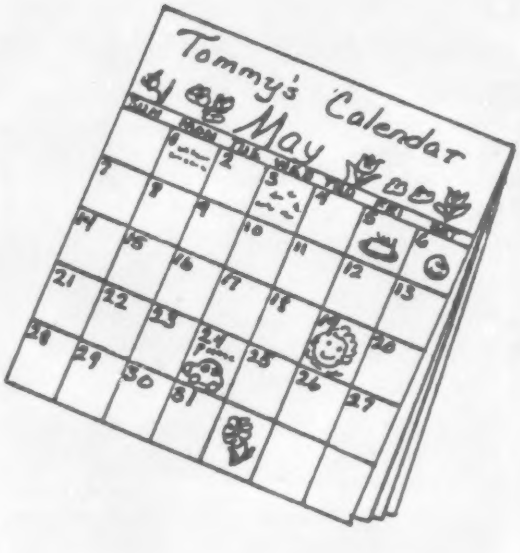
A Personal Calendar

Have your child put some of his or her activities on a calendar. These activities could include the following: school classes, such as art, music, or P.E.; afterschool activities; special events; and holidays.

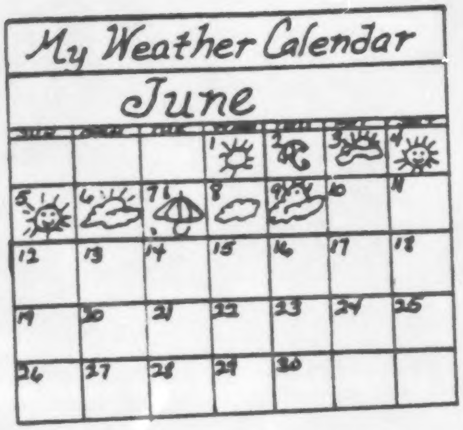
In the morning have your child check the calendar to help PLAN the day. In the evening have your child RECALL what happened during the day.

LOOK at the calendar at the end of each week and at the end of the month.

Have your child tell a story about the week or dictate a letter to a relative about what happened during the month.



DAY BY DAY



Weather Watcher!

MAKE A simple calendar page or use an extra family calendar.

KEEP it where your child can use it easily.

HAVE your child observe and record the weather for each day during the month.

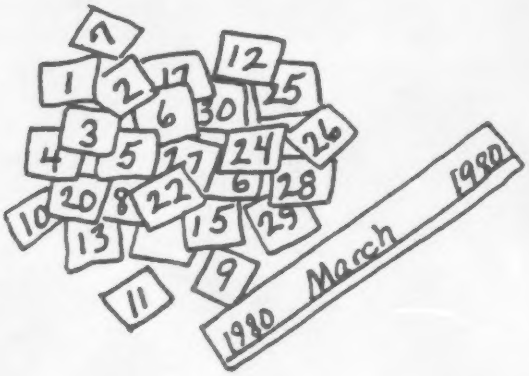
At the end of the month, count the number of days that were rainy, cloudy, or sunny. What day of the week had more sunshine?

Calendar Bingo

TAKE two months from an old calendar.

CUT up one of the months into the days.

HAVE your child match the cut numbers to the days on the other calendar page.



Time and Temperature 03-D

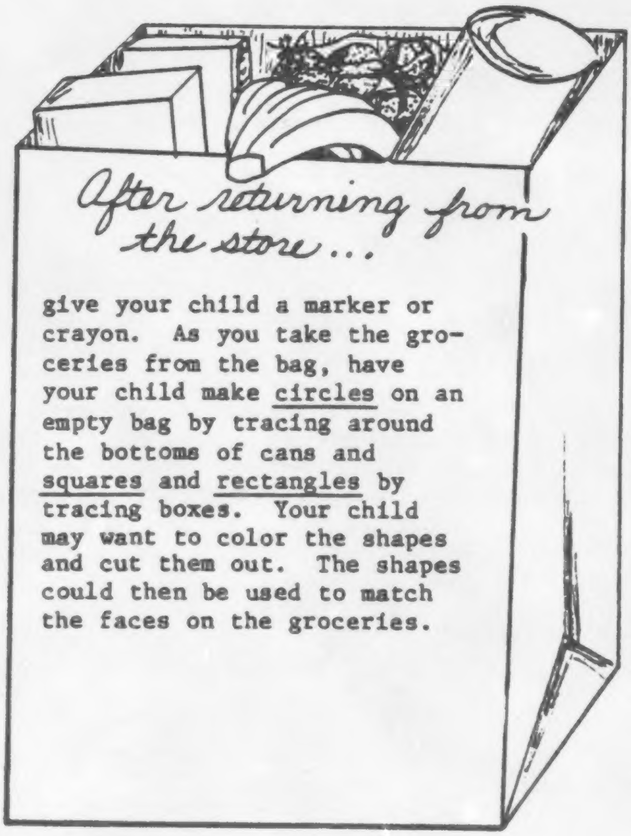
Montgomery County Public Schools
Rockville, Maryland 20850

PARENT INVOLVEMENT IN BASIC SKILLS

Dear Parents,
We are studying shapes in Math to see how they are the same and how they are different. Looking at, feeling, and tracing the flat parts of boxes and cans help us see the shapes they make. These flat parts, or _faces_ are squares, circles, rectangles, and triangles.

THE SHAPES OF THINGS

Shape Bag

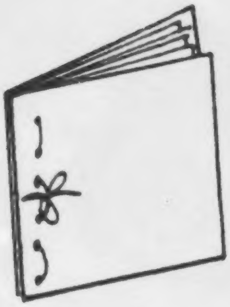


After returning from the store...

give your child a marker or crayon. As you take the groceries from the bag, have your child make circles on an empty bag by tracing around the bottoms of cans and squares and rectangles by tracing boxes. Your child may want to color the shapes and cut them out. The shapes could then be used to match the faces on the groceries.

This crayon or marker is all you need.

THE SHAPES OF THINGS

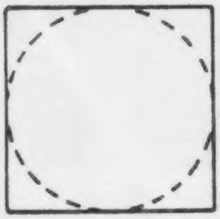


Shape Book

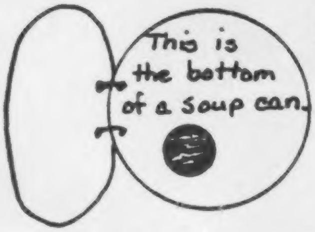
To help your child make a shape book you will need:

Six pieces of plain paper
Two pieces of colored paper
A stapler or hole punch and yarn

PUT the plain paper between the two sheets of colored paper. FASTEN them all together along one edge with staples or punch holes along the edge. Lace yarn or string through the holes.



Have your child PICK a shape (circle, triangle, rectangle, or square). Help your child to CUT the book into that shape. Title the book by the shape - "Circle Book."


This is the bottom of a soup can.

Have your child FIND objects of that shape to TRACE around on the pages in that shape book. Your child may color the shapes. You may also ask your child to tell you about the shapes while you write down what is said.

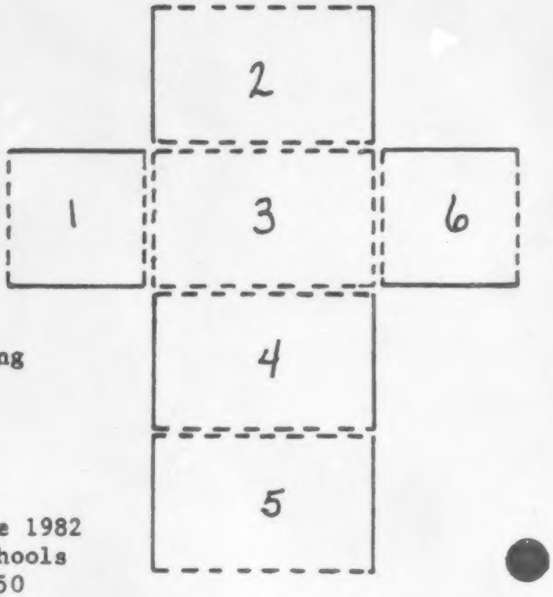
Shape Cutouts

Use any empty box (butter, margarine, tea, etc.).

Help your child CUT the box apart on the edges.

DISCUSS, "How many faces are there?"
"Are they all the same shape?"
"How many different shapes are there?"

HELP your child put the box back together using tape.



Geometric Figures 06-C

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning how to measure capacity by counting how many objects will fill a container. We are not yet studying the standard units of measure.

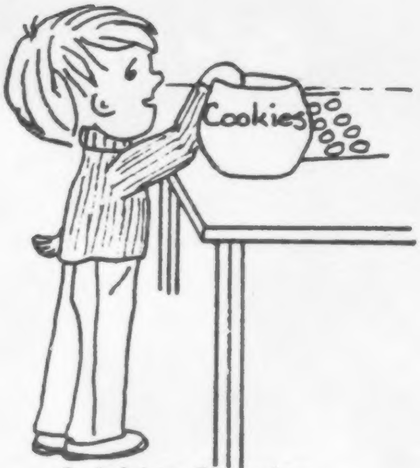
PARENT INVOLVEMENT IN BASIC SKILLS

ONE MORE FOR GOOD MEASURE

Cookie Capacity

The next time you bake or buy cookies have your child count these things:

The number of cookies that fit into the cookie jar
The number of cookies that fit into a gift box for a friend or relative
The number of cookies that each person can eat before they reach their cookie limit



Drinking Capacity

Have your child fill a glass with ice cubes.

Count the ice cubes in the glass.

Add a favorite juice, and let your child drink it.

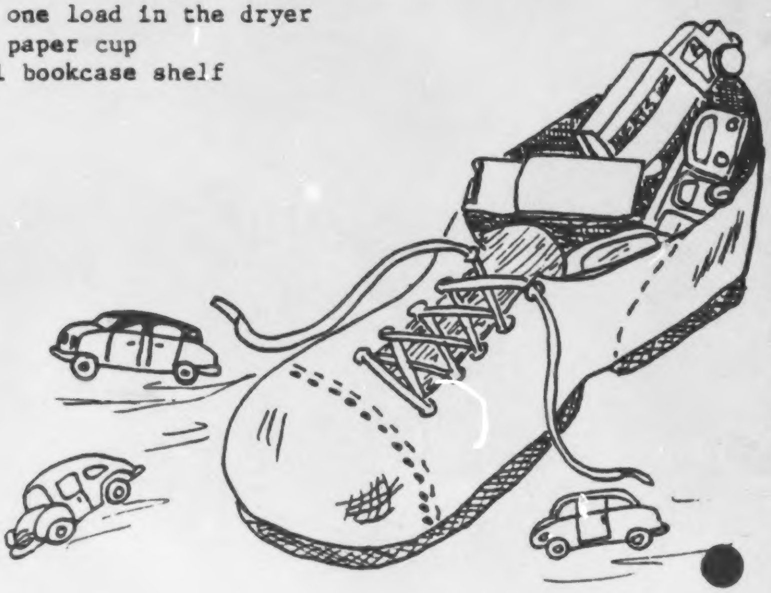
Use other drinking containers and count the ice cubes.

ONE MORE FOR GOOD MEASURE

Pick Up and Fill Up

With your child, look at objects and containers around your home. Have your child count the number of:

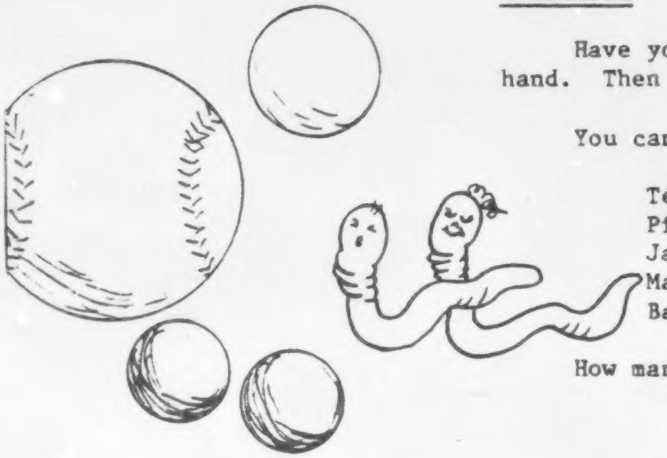
Matchbox cars that will fit in a left shoe
Shovels full of sand that will fill a sand pail
Dirty sheets that can fit in a dirty pillowcase
Wet bath towels that make one load in the dryer
Pennies that can fit in a paper cup
Books that are on one full bookcase shelf



A Handful

Have your child hold some objects in his/her hand. Then count how many objects a hand can hold.

You can use the following items:



Tennis balls
Pingpong balls
Jacks
Marbles
Baby doll bottles
Crayons
Peanuts
Popcorn
Pebbles

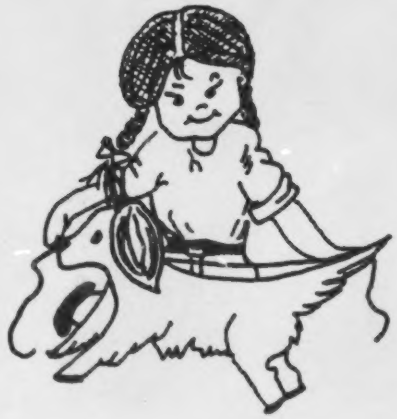
How many objects can you hold in your hand?

Capacity 02-D

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning how to measure objects and the distances between objects. We are using non-standard units of measure.

END TO END



String Along

CUT a 6- to 10-inch (12- to 25-centimeter) piece of string for your child.

HAVE him or her use the length of the string to measure objects.

HELP your child count the number of string lengths for objects such as the following:

Length of the dining room table
Width of the refrigerator
Distance between the TV and the couch
Distance the window or door opens
Length of the dog from nose to tail
Height of a little brother or sister

(Make sure the string is pulled tight when you measure.)

END TO END

Step by Step

HELP your child measure distance by counting the number of steps it takes to go from one object or place to another.

HAVE your child place one foot in front of the other to measure with "footprints."

How many "footprints" are there from the bedroom to

The bathroom?
The TV?
The front door?
The corner?
A friend's house?

How many "footprints" does it take to go around the

Living room?
Kitchen?
Bathroom?
Bedroom?
Yard?

TALK about the differences in the number of steps. Use "baby steps" or "giant steps" to measure the same objects and the same distances. Talk about the differences in the number of steps for the same object.

Handy Helpers

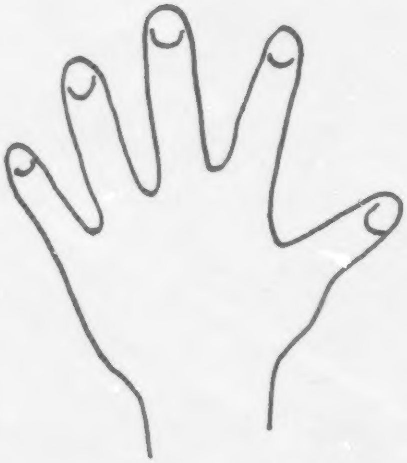
HELP your child trace his/her spread hand on cardboard or a grocery bag.

HAVE him/her cut out this hand and use it to measure.

How many hands is the

Width of a tabletop?
Height of the table?
Height of the doorknob?
Width of the door?
Wheel of a bicycle?
Length of a pencil?

How many hands is a leg, an arm, or a foot?



Length 03-C

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning to tell if an object is divided into halves, thirds, or fourths. We are remembering that the number of parts determines the name of the fraction.

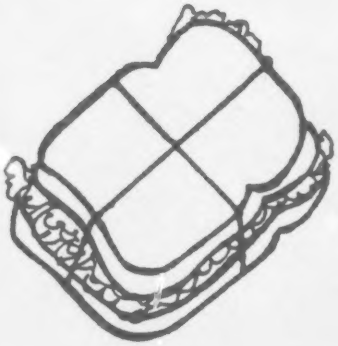
PARENT INVOLVEMENT IN BASIC SKILLS

TELL US A PART

Eating Parts!

An easy way for a child to see the parts and the whole is with food. A piece of toast, a graham cracker, an apple, a banana, or a pizza can be cut into equal parts - halves, thirds, or fourths.

Have your child cut some sandwiches into equal parts. Ask your child to count the equal parts and then show you one equal part.

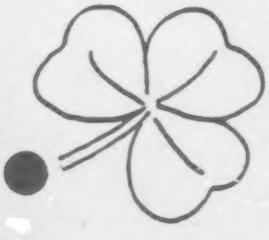


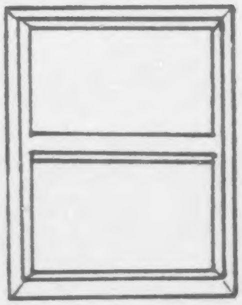
Finding Parts

Around your home, there are halves, thirds, and fourths waiting to be discovered by you and your child.

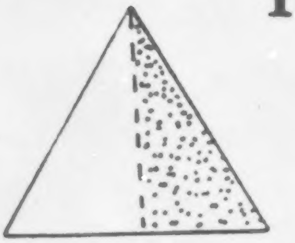
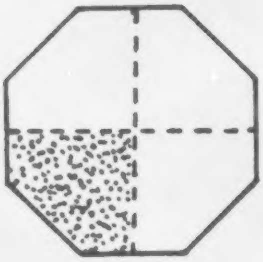
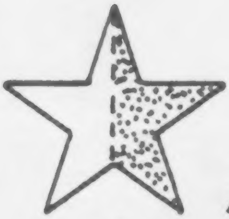
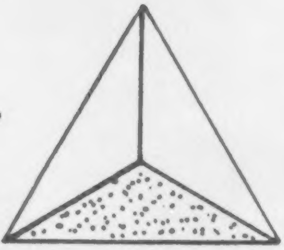
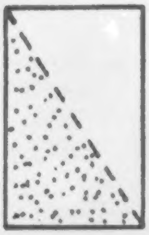
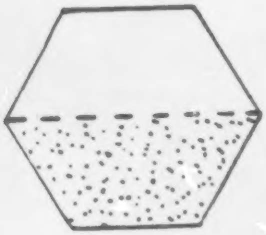
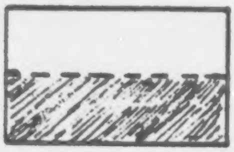
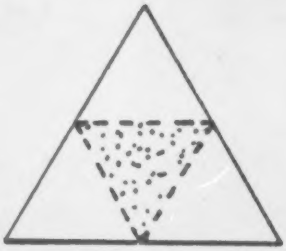
EXAMPLES

How many equal parts do your windows have?
What are the equal parts of a paper napkin?
How many equal parts are in a three-leaf clover? (Pick one with leaves the same size.)





TELL US A PART

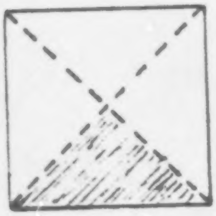
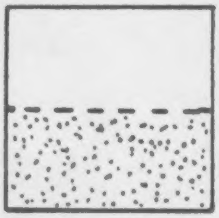
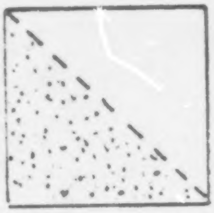
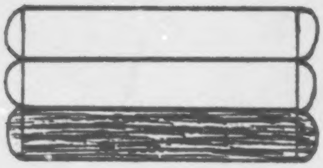
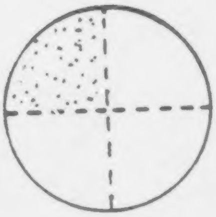
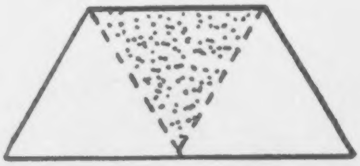
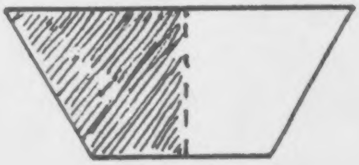
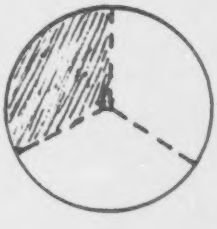
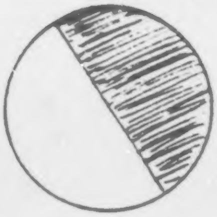
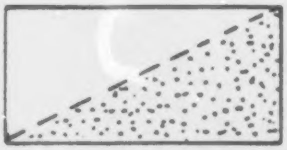
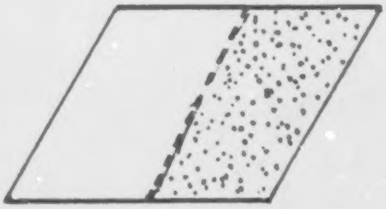
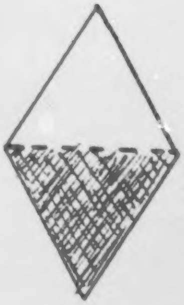









Matching Parts

On index cards or small pieces of paper, trace different shapes such as those shown. Have your child tell you how many equal parts the shape has. Then have him or her color one part of each shape - one half, one third, or one fourth.

Then have your child sort all of the cards by the colored parts. There should be one pile of halves, one pile of thirds, and one pile of fourths. Mix the cards and have your child sort them again.

You may want to play "Old Maid" with these same cards. Make sure you have an even number of each fraction. Add one blank index card for the "Old Maid."

Common Fractions 02-D

Montgomery County Public Schools
Rockville, Maryland 20850

PARENT INVOLVEMENT IN BASIC SKILLS

HOME LEARNING ACTIVITIES

GRADE 2

Montgomery County Public Schools

October 1981
Revised June 1982

The development of the activities was supported by funds made available to MCPS from the U. S. Department of Education. However, opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education and no official endorsement of the U. S. Department of Education should be inferred.

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PARENT INVOLVEMENT IN BASIC SKILLS
HOME LEARNING ACTIVITIES
SECOND GRADE

TITLES	CURRICULUM		REFERENCE(S)
Reading/Language Arts (R/LA)	**Unit in Narration**		**Type of Unit**
IT HAPPENED TO ME**	Experience Story		Form Unit
FEELINGS AND BEHAVIOR	Character Traits		Miniunit
CHARACTER CAPERS	Characterization		Miniunit
WHERE AND WHEN	Setting		Miniunit
PROBLEMS...PROBLEMS...PROBLEMS	Conflict and Resolution		Miniunit
WHERE WE LIVE	Neighborhood Adventures		Thematic Unit
FOLKTALE FOLLIES	Foolish and Clever Actions in Folktales		Thematic Unit
CITY LIFE	Many Kinds of Communities: Urban		Thematic Unit
Reading	**MCPS Program of Studies**		**Project Basic Objective**
ONE STEP AT A TIME*	R/LA, RL, p. 34, LEVEL 2		1.2.0.3
NOW HEAR THIS*	R/LA, RL, p. 34, LEVEL 2		4.3.0.1
Writing	**MCPS Program of Studies**		**Project Basic Objective**
ASK AND ANSWER*	R/LA, RL, p. 4, LEVELS K-2		1.2.4.40
Mathematics	**MCPS Category**	**Objective**	**Project Basic Objective**
I CAN DO IT**	Problem Solving	MCPS	
HUNTING HUNDREDS*	Numeration (Note)	22-E	3.1.1
NUMBERS IN THEIR PLACE	Place Value	07-F	
THE DIFFERENCE IS*	Subtraction	05-E	2.1.2
SETS THE SAME*	Multiplication	01-F	
	Basic Facts -		
ADD IT	(Addition)	01-E	
SUBTRACT IT	(Subtraction)	02-E	
THESE ARE MY COINS	Money	03-F	
MARCHING THROUGH TIME	Time and Temperature	05-F	
THROUGH THE YEAR	Time and Temperature	06-F	
OLD TIME TIME	Time and Temperature	06-F	
IT'S ABOUT TIME	Time and Temperature	06-F	
METRIC MEASURE*	Length	04-F	3.2.2
WAYS FOR WEIGHING	Weight and Mass	02-E	
A PART OF IT ALL	Common Fractions	04-F	
ROUND AND ROUND	Estimation and Rounding	01-F	

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*Project Basic Activities
**Parent Handbook Activities

Dear Parents,

In Reading / Language Arts, we are studying the characters in stories. Characters tell their feelings by what they say and do. Studying a character's feelings and actions will help your child understand the story.

FEELINGS AND BEHAVIOR

Fun With Funnies

READ a comic strip such as "Peanuts" with your child.

TALK about what happens.

ASK your child how the people or animals in the cartoon felt or acted.

HAVE your child imagine other ways for the characters to act in the same situation.

Family Feelings

TALK about a family event such as a trip or party.

HOW did each member of the family feel at that time?

WHAT did they say to show their feelings?

Fun Time With TV

WATCH television with your child.

TALK about the characters' feelings.

DISCUSS what the characters did or said to show how they felt.

Some suggestions are "Little House on the Prairie," "The Muppet Show," or your child's favorite show.

FEELINGS AND BEHAVIOR

The Other Side of the Frame

VISIT the National Gallery of Art (old wing) with your child.

ASK your child to pretend to be a person in a painting. You might choose Renoir's Girl With a Watering Can.

HAVE your child take an imaginary jump through the frame.

ASK how it feels to be in this person's world, what this person has to tell about his/her life, and what might happen when he/she walks out of the picture?

How Would You Feel?

TALK with your child about his/her feelings.
ASK, "How would you feel if you got an allowance and none of your friends did?"

"How would you feel if you had to clean your room while your friends were outside playing?

"How would you feel if someone made fun of your clothes?"

MAKE up some situations from your child's own experiences.

Feelings . . . Actions

CHOOSE library books or fairy tales about children's feelings.
READ the story to your child with expression.
TALK about the characters' feelings and actions.
ASK, "What did they say that showed how they felt?"
ACT out the parts.
SWITCH roles.

The whole family may enjoy doing this activity with a favorite story.

MINIUNIT - Character Traits - LEVEL 2

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Reading/Language Arts we are studying characters in stories. We are looking at their actions in particular. We are trying to understand why they act as they do.

CHARACTER CAPERS

Family Story Time With Puppets

READ a story with your child.

TALK about the characters in the story.

ASK, "How did the character(s) feel?"

"What did the character do that shows how he/she feels?"

HELP your child make puppets of the characters from socks, paper plates, paper bags, or construction paper. (See Parent Handbook.)

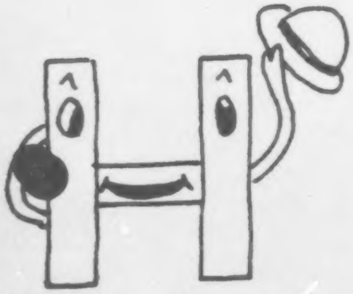
HAVE your child act out the story. Take turns being the characters.

The Name Game

Use the letters of your child's name. Think of a word for each letter that describes your child.

EXAMPLE	FEELINGS	ACTIONS
	C ute	C oughing
	h appy	h opping
	r ight	r eading
	i ndependent	i nviting
	s illy	s miling

You can do this with the names of friends and family members.



CHARACTER CAPERS

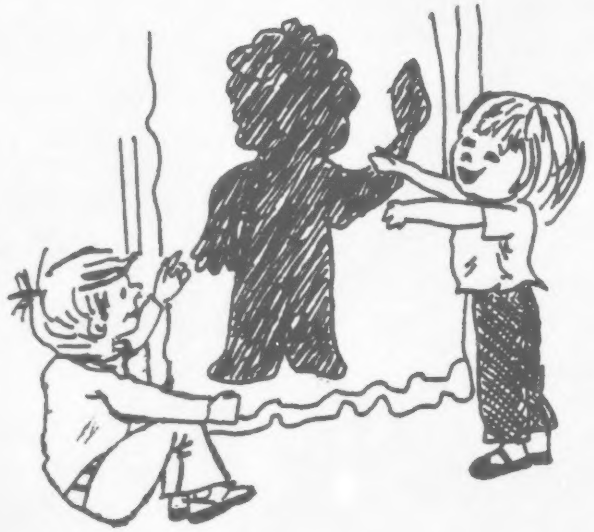
You, the Explorer

Visit the National Geographic Society (17th and M Street, NW., Washington, D. C.) with your child. Help your child find the following people:

Someone who hunts for clues about people who lived long ago
Someone who explores the top of the world
Someone who works under the sea

Talk about what it would be like to be an explorer.

Name some things you would do.
Name some feelings you might have.



Shadow Play

READ a story with your child.

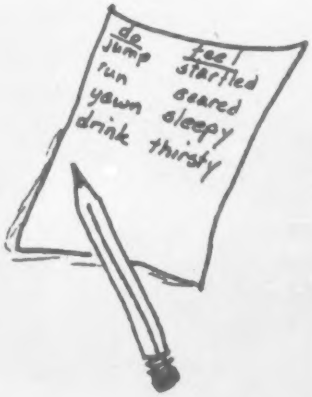
TALK about a character's actions in the story.

MAKE a shadow stage.

HANG a sheet in a doorway and put a lamp a few feet behind it.

HAVE your child go behind the sheet and silently play the role of the character.

Action Story



Help your child select a real or imaginary character.

Ask your child to make a list of words describing the way the character acts and feels.

EXAMPLE	ACTION	FEELING
	smile	happy

Use the word list to help your child write a story about the character.

Share the story with the family.

MINIUNIT - Characterization - LEVEL 2

Montgomery County Public Schools
Rockville, Maryland 20850

PARENT INVOLVEMENT IN BASIC SKILLS

Dear Parents,
In Reading / Language Arts, we are studying setting (the time and place of a story). We are talking about how the setting influences a character's actions. The activities below will help your child become aware of the setting in a story.

WHERE AND WHEN

Riddles are always fun! Try one of the following riddles.

Who Am I?

I live in the water or on land, and my color is green.

I am big and strong and sleep all winter.

I sing in the morning and evening and live in trees.

I am a big mammal, live in the ocean, and spout water.

I have a bushy tail and collect nuts.

Where Am I?

I am eating a hot dog and playing frisbee.

I am lying in the sun with my bathing suit.

I am pushing a cart with groceries.

I am feeding peanuts to the elephants.

I am riding a roller coaster.

Acting Out

Play charades with your child.
Take turns acting out when or where the following things happen:

Yawning - time to go to bed.
Setting the table - time for dinner.
Wearing a bathing suit - beach or swimming pool.
Pushing a lawn mower - front or backyard.

WHERE AND WHEN

Cook's Tour

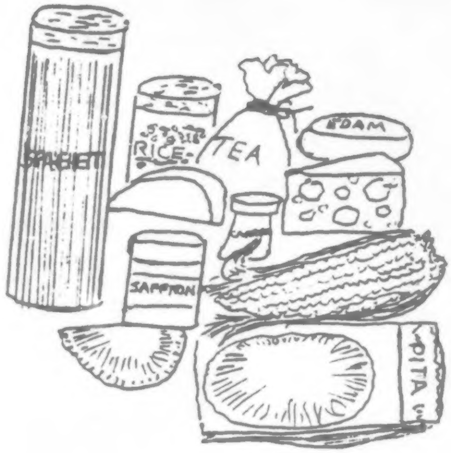
Plan menus with your child using dishes from other countries or cultures. Talk about what ingredients you need and where they come from such as

Pastas from Italy
Sharp cheeses from England
Spices from Sumatra
Corn on the cob from the United States

Have your child help you make some simple dishes from various lands, such as tacos or spaghetti.

Talk about each country.

When would they eat their main meal?
What might they drink?



Story Settings

Cut pictures of places from a magazine.

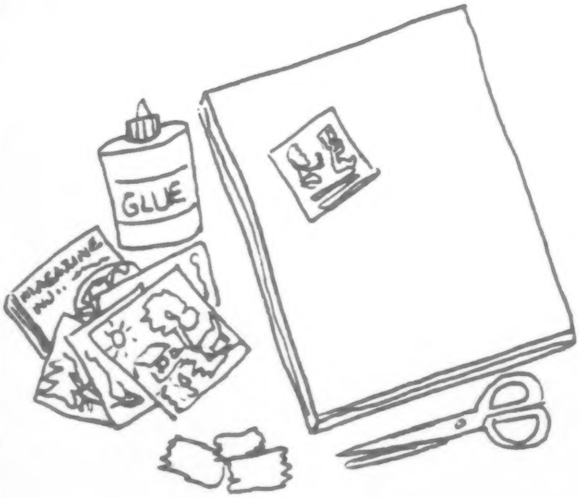
Have your child make pictures with the cutouts. Talk about the setting.

Help your child name the place..

EXAMPLE beach, snowfield, or highway

What kinds of things do people do in these places?

What kinds of clothes would you wear there?



MINIUNIT - Setting - LEVEL 2

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

In Reading/Language Arts, we are talking about the problems in the stories we read and how they are solved. By problem we mean:

(1) something difficult that a character wants to do,

(2) something a character wants to change or fix, or

(3) something that puts a character in danger.

Talking about the problems in stories helps children understand what they read.

PROBLEMS . . . PROBLEMS . . . PROBLEMS

Almost Up
Short Cut
Over There
This way

Trip Talk

PLAN a bus or subway trip with your child.

TALK about the problems you might have.

- How do we find out how to get there?
- How do we get correct change for the fare?
- How long will it take to get to the bus or subway stop?
- How will we know when to get off?
- How long will it take to come and go?

DISCUSS solutions to these problems.

Problems in Books

HELP your child choose a library book with stories in it. Fairy tales or folktales would be good places to start.

READ the book with your child.

HELP your child find the problem.

TALK about how the problem is solved.

DISCUSS other ways the problem could be solved.

PROBLEMS . . . PROBLEMS . . . PROBLEMS

Can It Be Solved?

Have your child draw a picture story of a character with a problem.

Talk about the problem the character has.

Discuss different ways to solve the problem.

Keep
Off
the
Grass

Problems in Print

Collect comic strips or magazine stories.
Look for characters with a problem.
Talk about ways the problem can be solved.

Problem Shooter

Gather pictures or clippings from magazines or newspapers that show a problem.

Ask the following questions about the pictures or clippings:

What clues tell you the problem?
What is the problem?
How would you solve the problem?
Can you think of another way to solve the problem?

MINIUNIT - Conflict and Resolution - LEVEL 2
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Rockville, Maryland 20850

Dear Parents,

We are reading and listening to stories about neighborhoods in Reading/Language Arts. We are discovering new meanings in what we see around us. This will help us understand more about the people around us and the neighborhood in which we live.

WHERE WE LIVE

Houses In The Neighborhood

Talk about how neighborhoods change.

What are some of the nice things about our neighborhood?

What things would you like to change?

Do the homes in our neighborhood look the same as last year?

How do you think our neighborhood will look in five years?

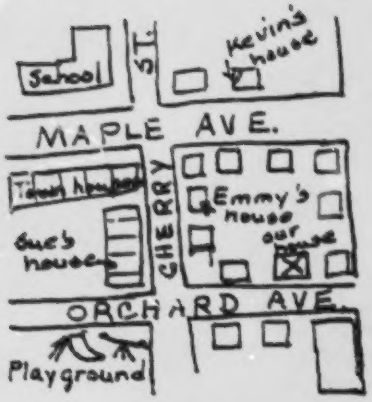
Neighborhood Books

Some other books about neighborhoods you may like to read to or with your child are: Babar, Paddington, Madeline, and All-of-a-Kind Family. Your librarian can help you find these books and suggest others.

Have your child retell the major events from the beginning, the middle, and the end of one of the stories.

WHERE WE LIVE

Names of Streets in Your Neighborhood



TAKE a large sheet of paper. You could use a flattened-out paper bag. Draw a map of your neighborhood with your child.

WRITE the name of each street on a small piece of paper or card.

MATCH the card to the map.

Next Door Long Ago

Visit a museum or historic site with your child to see how people used to live. At the Museum of American History, you could look at the log cabin and the soda fountain (second floor).

Find out the answers to the following questions:

How close was "next door" in the days of log cabins?
How is the soda fountain like restaurants today?

Talk to older relatives. Did they have a soda fountain in their neighborhood? What were things like for them growing up?

Know Your Neighbor

MAKE a list of a few neighbors you would like to visit with your child.

DISCUSS the questions you will ask, such as, "How is this neighborhood different from the one where you grew up?"

HAVE your child interview you as part of this activity.

SHARE what you and your child have learned with the other family members.

THEMATIC UNIT - Neighborhood Adventures - LEVEL 2

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
We are reading Folktales in school. We are looking for the foolish or silly things the characters do. We are also looking for the clever or wise things they do.

PARENT INVOLVEMENT IN BASIC SKILLS

FOLKTALE FOLLIES

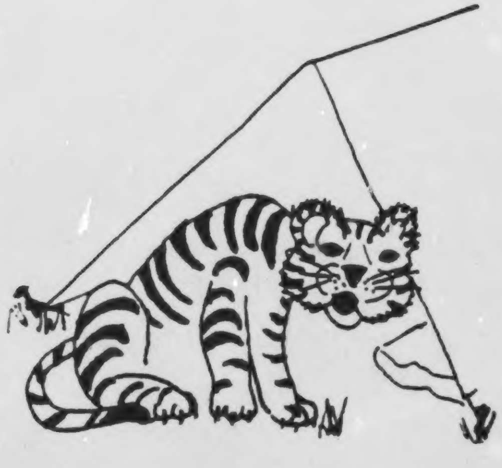
Cartoons

TV cartoons show many clever and foolish actions.

Watch cartoons on TV with your child.

Are the characters clever or foolish?

Discuss which character is foolish and which character is clever.



Tenting With a Tiger

With your child imagine the following situations:

You take a giraffe to a crowded ball game.
You are standing in front of an elephant and she sneezes.
You're on a camping trip, and you share your tent with a tiger.

Talk about some of the clever or foolish things you could do.

Make up more situations together.

FOLKTALE FOLLIES

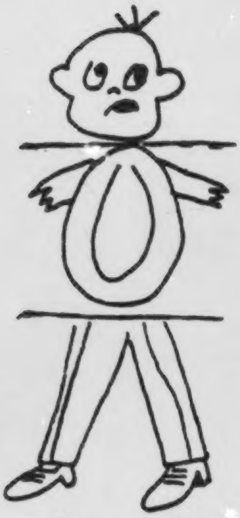
Riddle-De-Diddle

Help your child make foolish poems or riddles.

EXAMPLES POEM Once there was a beaver
Who wanted to be a weaver.
He helped to make the dam
And said, "What a fine weaver I am."

RIDDLE What does the ocean say to the beach?
Nothing, it just waves.

Talk about the WORDS that make the poem or riddle foolish.



Foolish Fancy

The whole family can join in drawing a silly picture.

Fold a paper into three equal parts from top to bottom. Unfold it.

The first person draws a head in the top part. Fold it under to hide the head.

The second person draws a body in the middle part. Fold it under to hide the body and head.

The third person draws legs and feet in the bottom part. Unfold the paper to see what the picture looks like.

Zany Zoo

When you go to the zoo with your child, look at the animals.

What can they do well?
What can't they do?

Think about yourself and the animal together.

What could you do together?
What couldn't you do?
Why? Why not?
(The ideas can be wild; the animals don't need to be.)

THEMATIC UNIT - Foolish and Clever Actions in Folktales - LEVEL 2
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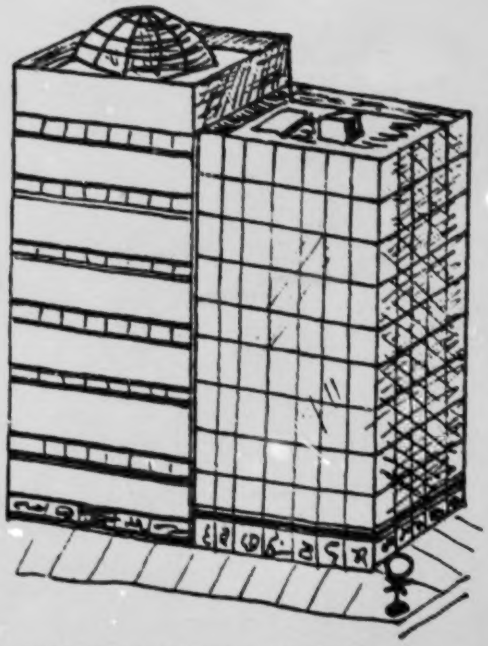
Rockville, Maryland 20850

Dear Parents,
We are studying stories about cities in Reading/Language Arts. We are comparing the characters in the stories to people where we live, work, and play. We are learning many new words. Below are some ways for you to help.

PARENT INVOLVEMENT IN BASIC SKILLS

CITY LIFE



City Poems

Help your child find poems about city life at the library. Read them aloud with your child.

Your child may enjoy learning one by heart and reciting it for the family.

Do You Know?

Talk about the following places in your community:

- Places where people live
- Places where people work
- Places where people have fun
- Places where people go for help when sick or injured
- Places where people go for religious activities

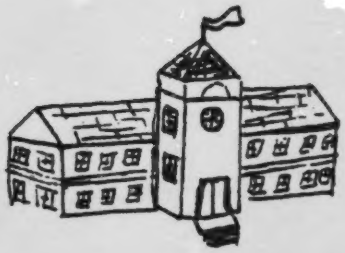
Can you think of any other places?
What do people do there?

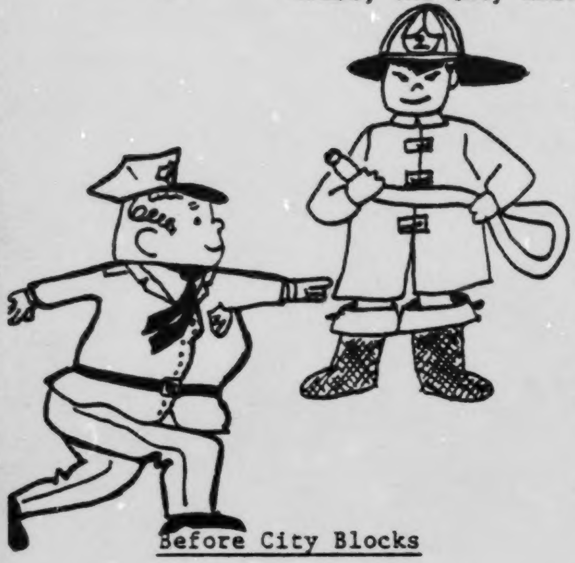
CITY LIFE

In-Town Tourist

Pretend you and your child are taking a vacation in your city.

Take a sightseeing tour of the places that interest both of you. Some places to go are the court-house, the city hall, a museum, or a park.





People Protecting People

Talk about the people in your community who protect others.

Some suggestions are firefighters, police officers, lifeguards, rescue squads, and security officers.

You may find books at the library about people who protect you and your community.

Have your child retell the story or just a favorite part of the story.

Before City Blocks

People have not always lived in cities. How did people live before there were cities?

Visit the Western Civilization Hall at the Museum of Natural History with your child. See how people lived before there were cities.

Find some of the following things:

Sharp clues left by the first hunters.
Fur-clothed farmers in an early village.
Hard-working people in a guarded city.
An inside city with an outside look-alike.
(Check the window.)

Compare how these people lived to how we live.

THEMATIC UNITS - Many Kinds of Communities: Urban - LEVEL 2
Copyright 1981, Revised June 1982
Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In school we are reading to follow directions. We are using games to help us learn this skill. Below are some ways for you to help.

PARENT INVOLVEMENT IN BASIC SKILLS

ONE STEP AT A TIME

Playing by the Rules

Many children's games have directions which were written for children, not their parents. Look for such games for your child.

Have your child read the directions. Help with hard words. If he or she has any questions about what the directions mean, encourage your child to think of some possible meanings. Ask your child what makes the most sense in this situation. Encourage your child to try one or two of the most likely meanings.

Put the Shoe on the Other Foot

Suggest that your child give you directions for something, such as making a peanut butter sandwich or playing a favorite card game. He or she may find that there are many ways to give directions and that some directions work better than others.

Now You're Cooking

Children's cookbooks are a great source for directions. There are several good children's cookbooks in local libraries and in area book stores. With your help your child will be learning to follow directions and also how to make something tasty, a reward in itself.

Fancy Flour
XXXX
NUTS

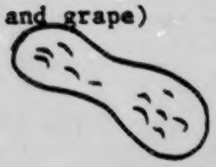
ONE STEP AT A TIME

Touch, Taste, and Guess

HAVE your child read these directions and
tell you how to play this game.

ASK your parent to set up the game so you can
touch, taste, and guess.

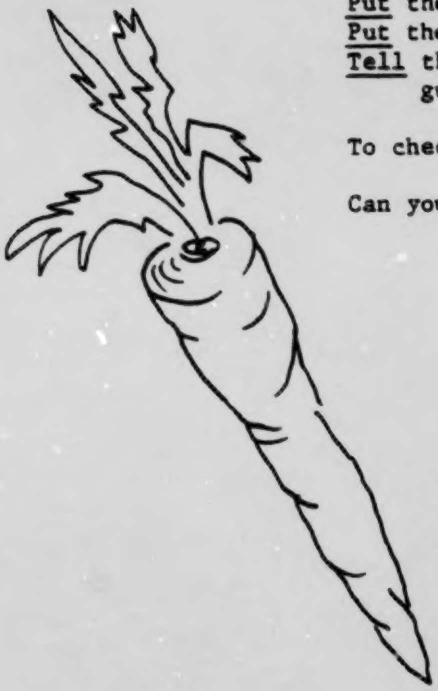
MATERIALS: Blindfold
One plate
Five foods (raisin, nut, cookie, carrot, and grape)



DIRECTIONS: Blindfold the player.
Put the five foods on the plate.
Put the plate in front of the player.
Tell the player to touch a food and
guess what it is.

To check the guess, eat the food.

Can you remember all five foods?



Program of Studies - R/LA, RL, p. 34 - LEVEL 2
Project Basic - 1.2.0.3
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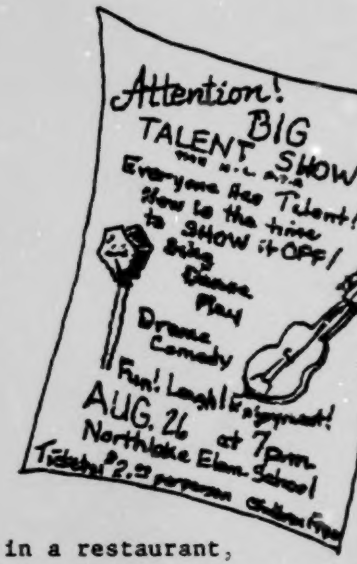
Rockville, Maryland 20850

Dear Parents,

We are reading public announcements for important information. Examples of public announcements include school menus, posters, and flyers of coming events.

NOW HEAR THIS


Attention!
BIG
TALENT SHOW
Everyone Has Talent!
Now is the time
to SHOW it OFF!
Sing
Dance
Play
Drama
Comedy
Fun! Laugh! Enjoyment!
AUG. 26 at 7pm.
Northlake Elem. School
Tickets! $2.00 per person Children Free

The Big Show

Use a flyer from school.

Talk about the important information on the flyer.

EXAMPLE A notice arrives announcing a talent show at school.
These questions may be answered by referring to the flyer:
What date is the show?
Are tickets being sold?
When and where can we get tickets?
Who is putting on the show?

TODAY'S MENU

What Will We Eat?

POINT OUT The next time you are in a restaurant, to your child the section of the menu showing the food you will be eating:

EXAMPLE	sandwiches	beverages	entrees
	vegetables	desserts	

ASK your child to read the items in that section and choose a food to order.

HELP with any unfamiliar foods.

NOW HEAR THIS

Public Announcement

Most parks and recreation centers have rules posted.
Help your child read the rules to find out the following:
- The park hours
- The kinds of sports or activities allowed in the park
  (Playground, soft ball, tennis, swimming, bike trail)
- The activities that are not allowed.
  (no running, no dogs allowed)

....

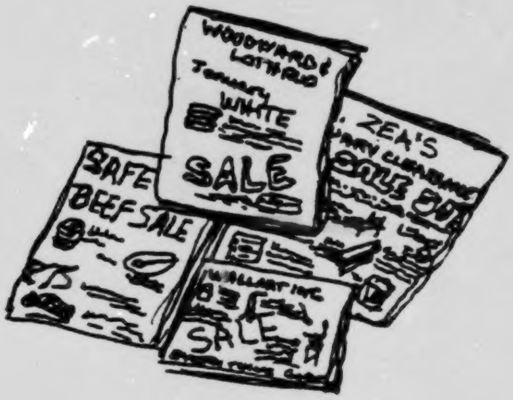
Watch for written announcements or bulletins that appear on television.

....

Mail Sorter

Your child can find information in the announcements of sales and grand opening. Use the flyers that come in the mail. You may need to read some of the words.

Talk about the following questions:
- Which store is having a sale?
- What items are on sale?
- Do we need any of these items?
- What is the sale price of _____?



Program of Studies - R/LA, RL, p. 34 - LEVEL 2
Project Basic - 4.3.0.1

Montgomery County Public Schools
Rockville, Maryland 20850

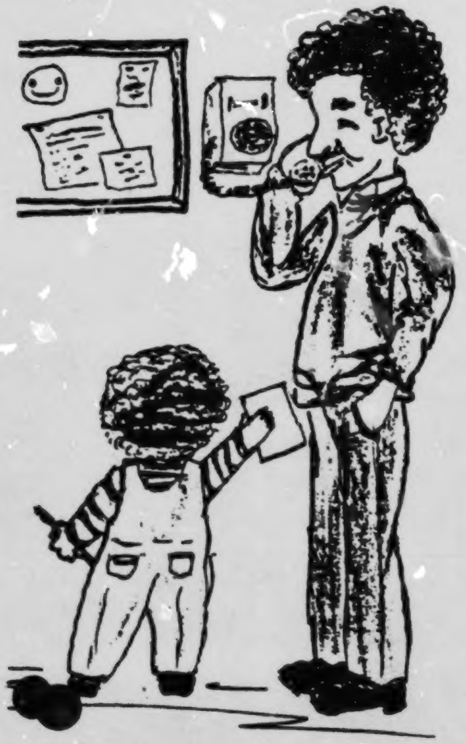
Dear Parents,
In school we are learning
to write questions. Some things
to remember are the word order;
question words, including who, what,
where, why, and when; and the
question mark. Try some of the
following activities.

PARENT INVOLVEMENT IN BASIC SKILLS

ASK AND ANSWER

Question Search

Have your child look through magazines and newspapers for questions.



Just a Minute Please

We have all been interrupted by our children's questions while we were talking on the phone. This is a chance to teach good manners and also to reinforce writing skills.

TALK with your child about the rules for telephone calls. Discuss how you will answer his or her questions while you are on the phone.
WRITE some of the common questions, such as,
May I go out to play?
Can I have a cookie?
When will dinner be ready?
POST this list of questions where your child can refer to them.
KEEP some paper and a pen or pencil near the phone.
HAVE your child write his or her questions and silently hand them to you while you are on the phone.

ASK AND ANSWER

Twenty Questions

This is a good game to play in the car. It helps time go faster on trips.

Think of something (animal, plant, or mineral) but do not tell anyone what you're thinking.

Have your child ask questions for which the answers would be yes or no.

EXAMPLE   Is it an animal
          Is it round?
          Is it smaller than an ant?

The object is for your child to guess what you're thinking of in less than 20 questions.

If more than two family members play, they take turns asking the questions.

This Is Your Life

It is very special when grandparents, older friends, or relatives share with a child what growing up was like for them.

Have your child think of a special older person.

TALK about the things this person has already shared, and the things you and your child would like to know more about.

WRITE this special person a letter. Have your child WRITE some questions for this person to answer.

Who Are You?

Pretend you are some familiar person in history or current events, or a character in one of your child's favorite books or TV shows.

Have your child interview you, using question words:

who, what, where, why, and when.

Answer questions as your child tries to guess who you are pretending to be.

Program of Studies - R/LA, RL, p. 4 - LEVEL K-2
Project Basic - 1.2.4.40
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Rockville, Maryland 20850

Dear Parents,
We are reading and writing three-place numerals* (numbers) in Math. The three-place numerals you see outside of school can be used to help your child develop this skill.

PARENT INVOLVEMENT IN BASIC SKILLS

HUNTING HUNDREDS

Three-Place Plates

Look at license plates for three-place numbers.

Ask your child to READ numbers from license plates as you ride in the car.

Have your child WRITE the three-place numbers from your license plate or license plates in your neighborhood.

The Can Caper

Search the pantry or cupboard for canned goods marked with grams.

Ask your child to do the following:
Read the weight (grams).
Write the weight.

Make a list of favorite items and their weights.

Try this activity looking for milliliters.

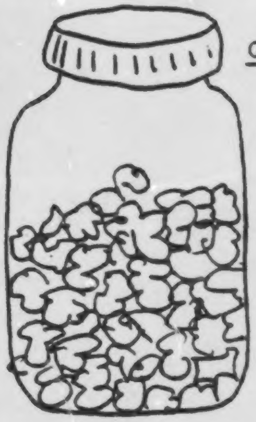
* Note: A "numeral" is the symbol for a number. The "number" is the idea or concept. When in doubt or when not concerned about being very precise, use "number" as a generally acceptable term.

HUNTING HUNDREDS

Now You're Cooking!

Cooking temperatures are three-place numbers.

Have your child:
- READ the temperature in recipes.
- READ the temperature on a meat or candy thermometer.
- SET the oven temperature.
- RECORD the cooking temperatures of various foods.



Corny Containers

Materials:
- Clear container (plastic bag or jar) large enough to hold more than 100 popcorn kernels.
- Bag of unpopped popcorn kernels.

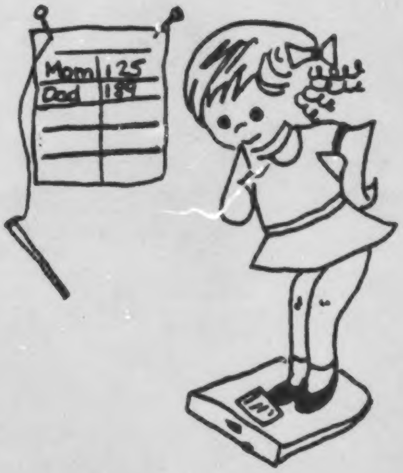
Have your child:
- Guess how many kernels will fill the container.
- Write the number.
- Count the kernels as the container is filled.
- Write the number.

Pop the corn and enjoy the treat.

Weight Watcher

Help your child make a list of adults who might tell their weight.

Have your child:
- Ask, "How much do you weigh?"
- Write each person's weight on the list.
- Read the three-place numbers.



Numeration 22-E
Project Basic - 3.1.1

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
We are subtracting two-place numbers without regrouping (borrowing).
Practice at home helps.

PARENT INVOLVEMENT IN BASIC SKILLS

THE DIFFERENCE IS

Cross Number Puzzle

1		▨	2	▨
	▨	3		▨
▨	4		▨	5
6		▨	▨	
	▨	7	8	▨

Across

1) 12 - 1
2) 19 - 12
3) 30 - 10
4) 49 - 1
5) 21 - 20
6) 36 - 24
7) 38 - 20

Down

1) 17 - 4
2) 75 - 5
3) 29 - 1
4) 49 - 7
5) 19 - 3
6) 37 - 27
7) 7 - 6
8) 16 - 8

THE DIFFERENCE IS

Crack The Code

Here is a secret message. It can be read after the subtraction problems are solved.

Tell your child to solve the problems below.

Show your child the code. Explain how to put a letter in the box under each answer, using the code.

EXAMPLE

If the answer is 60, the letter will be Y.

Code:
13 = O
18 = K
25 = I
33 = T
47 = D
52 = U
60 = Y
68 = G
71 = R
84 = W

93	27	76	88	56	68	39	75
- 33	- 14	- 24	- 41	- 31	- 21	- 14	- 42
60							
Y	☐	☐	☐	☐	☐	☐	☐
89	46	49	78	99	67	94	39
- 21	- 33	- 36	- 31	- 15	- 54	- 23	- 21
☐	☐	☐	☐	☐	☐	☐	☐

Coin Toss

You can toss nine dimes and nine pennies to get the two-place numbers for subtraction practice.

Toss the dimes to get the ten's column.
COUNT the heads and then count the tails.
WRITE the larger number as the top ten's place digits.
WRITE the smaller number as the bottom ten's digit.

Toss the pennies to get the one's column.
COUNT the heads and then count the tails.
WRITE the larger number as the top one's place digit.
WRITE the smaller number as the bottom one's digit.
Subtract.
Toss the coins again for more practice.

Subtraction 05-E
Project Basic - 3.1.1

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
We are subtracting two-place numbers without regrouping (borrowing).
Practice at home helps.

PARENT INVOLVEMENT IN BASIC SKILLS

THE DIFFERENCE IS

Cross Number Puzzle

1		▨	2	▨
	▨	3		▨
▨	4		▨	5
6		▨	▨	
	▨	7	8	▨

Across

1) 12 - 1
2) 19 - 12
3) 30 - 10
4) 49 - 1
5) 21 - 20
6) 36 - 24
7) 38 - 20

Down

1) 17 - 4
2) 75 - 5
3) 29 - 1
4) 49 - 7
5) 19 - 3
6) 37 - 27
7) 7 - 6
8) 16 - 8

THE DIFFERENCE IS

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93	27	76	88	56	68	39	75
- 33	- 14	- 24	- 41	- 31	- 21	- 14	- 42
60							
Y	☐	☐	☐	☐	☐	☐	☐
89	46	49	78	99	67	94	39
- 21	- 33	- 36	- 31	- 15	- 54	- 23	- 21
☐	☐	☐	☐	☐	☐	☐	☐

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COUNT the heads and then count the tails.
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WRITE the smaller number as the bottom ten's digit.

Toss the pennies to get the one's column.
COUNT the heads and then count the tails.
WRITE the larger number as the top one's place digit.
WRITE the smaller number as the bottom one's digit.
Subtract.
Toss the coins again for more practice.

Subtraction 05-E
Project Basic - 3.1.1

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are beginning multiplication. We are combining two or three sets and naming the new set. We are not yet writing multiplication with the x symbol.

SETS THE SAME

Supermarket Sets

Use a trip to the supermarket to have your child practice combining two or three equal sets.

Look for paper towels in packages of two.
    Ask, "How many rolls in three packages?"
Look for toilet paper in packages of four.
    Ask, "How many rolls in three packages?"
Look for tomatoes in cartons of three or four.
    Ask, "How many tomatoes in two cartons?"

Regal Towels

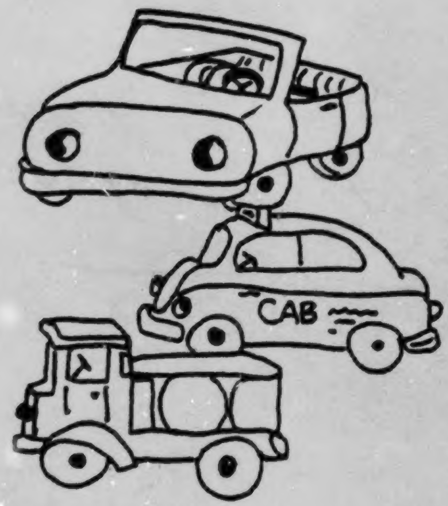
Shoe Sets

Look at the pairs of shoes in the clothes closet.

How many pairs of shoes are there in the closet? (How many sets of 2?)
How many shoes?
How many pairs of brown shoes?
How many brown shoes?
How many pairs of sneakers?
How many sneakers?

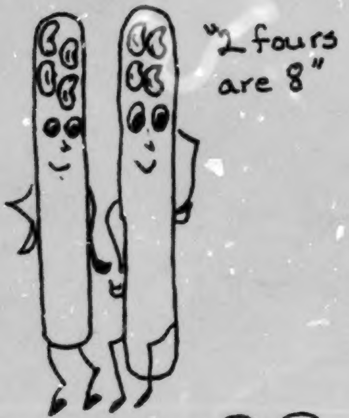
SETS THE SAME

Moving Right Along



Show your child that toys have sets of parts.

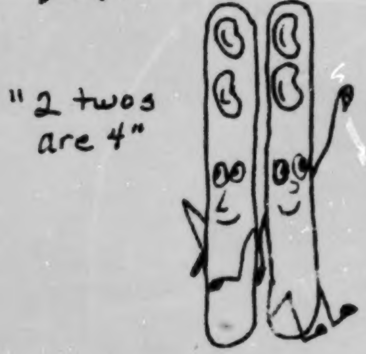
Dolls have two eyes, cars have four wheels, etc.
How many wheels are there on two cars?
How many are there on three cars?
How many arms are there on two dolls?
How many feet are there on all their four legged stuffed animals together?



Bean Sticks

Gather 15 popsicle sticks (tongue depressors or file cards could be used).
Make five groups of three sticks.
Glue one dried bean on each stick in the first group.
Glue two beans on each of the second group of sticks.
Glue three beans on each of the third group.
Glue four beans on each of the fourth group.
Glue five beans on each of the fifth group.

Use 1, 2, or 3 sticks from each group.
Ask your child:
How many beans on each stick?
How many sticks?
How many beans in the whole group?



NOTE: Draw circles on strips of paper for this activity if you do not have the sticks and the beans.

Multiplication 01-F
Project Basic - 2.1.3

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are reviewing the basic addition facts 1 through 10. We are trying to get the answers quickly. Practicing at home will help.

ADD IT!

Facts, Facts, Facts

TALK with your child about numbers and the different combinations that add up to the same number.

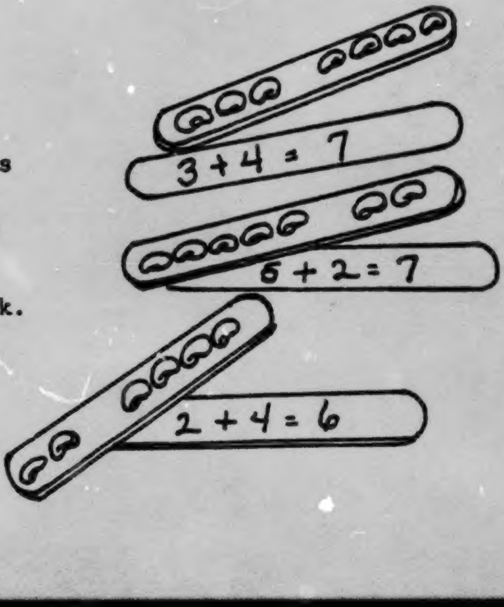
EXAMPLES 5 + 2 = 7
3 + 4 = 7
6 + 1 = 7

How many combinations can you think of for each number from 1 to 10?

Fact Sticks

You will need the following materials:
- Popsicle sticks
- Glue
- Beans, cereal pieces, or other counters

Help your child glue counters to the sticks in two groups.
Use the basic facts.
Write the addition fact on the back of the stick.
REMEMBER - NO sum should be greater than 10.



ADD IT!

Fun with Dice

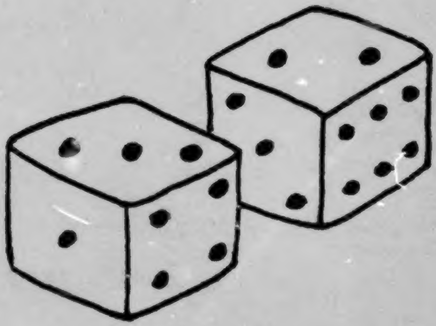
You will need two dice.

Take turns rolling the dice. Give the sum for the dots shown on the tops of the dice.

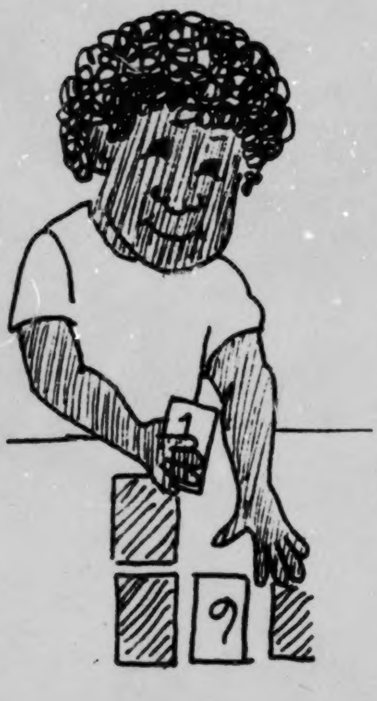
Say, "Three dots plus two dots equal five dots."

See how many totals you can get in five minutes.

See who can get the answer fastest.



Magic Number Game



MAKE four sets of cards.
For each set, use the numbers 0-9.

PLACE the cards face down in five rows having eight cards per row. The first player thinks of a magic number, four through ten and says it aloud.

The first player turns up two cards. If the sum of the two cards is the magic number, the player takes the two cards. If not, leave the cards face up.

The second player turns up two more cards. If the sum of any two cards is the magic number, the player takes the two cards. (Some turns the player may collect four or more cards.) Leave cards face up.

Play continues until all cards are turned up.

The player with the most cards is the winner.

Basic Facts (Addition) 01-E
Copyright 1981, Revised June 1982
Montgomery County Public Schools
Rockville, Maryland 20850

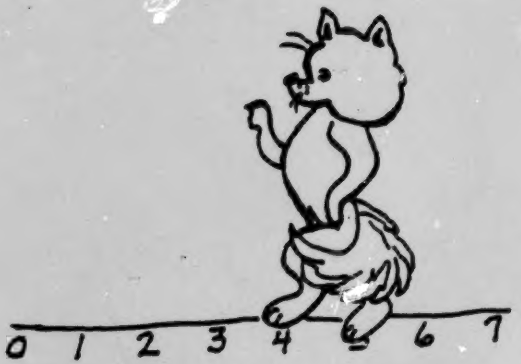
Dear Parents,
In Math we are reviewing the basic subtraction facts 1 through 10. We are trying to get the answers quickly. Practicing at home will help.

SUBTRACT IT!

The Walk-On Number Line

DRAW a line on the sidewalk or driveway with chalk.
WRITE 0 through 10 on the line.
TAKE turns playing the "take-away" game with your child.

EXAMPLE Start at 0. Walk 5 steps forward. Walk back 4 steps. Where do you end?



Hide and Seek

For this game, you will need the following:

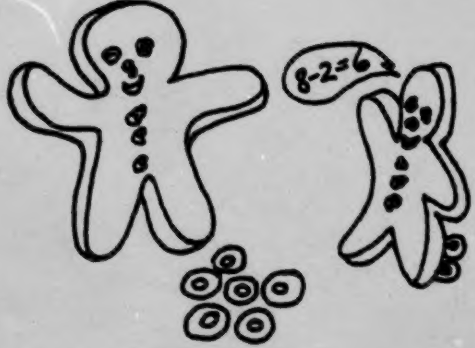
Counters (beans, macaroni, or cereal)

HAVE your child pick a number between 1 and 10.

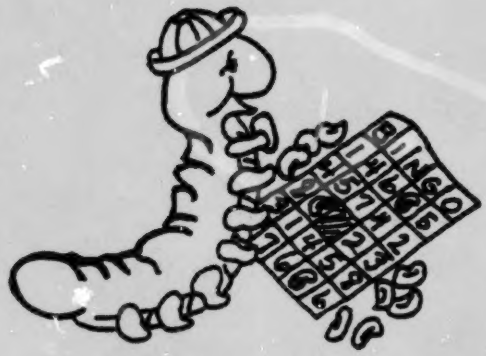
PLACE that many counters on the table.

ASK your child to hide some of the counters.

HAVE your child say the subtraction fact telling how many are left.



SUBTRACT IT!



Subtraction Bingo

For this activity you will need:

A set of subtraction flash cards, homemade subtraction bingo cards, and markers (beans, buttons, small paper pieces).

Make bingo cards, using only the numbers 1-10. Leave a free space in the center.

Each player takes a bingo card and covers the free space with a marker.

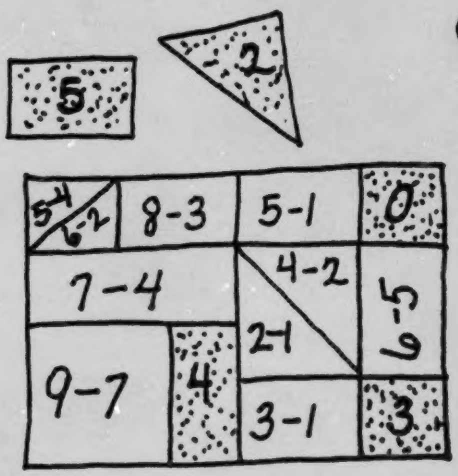
The caller draws a flash card and asks the subtraction question. If the bingo card has the answer, cover it. The first person to cover five in a row is the winner.

Shaping Facts

Draw triangles, rectangles, and squares on a large sheet of paper. Cut out pieces of paper to match each shape.

On the large paper write subtraction facts. On the matching cutouts, write the answer.

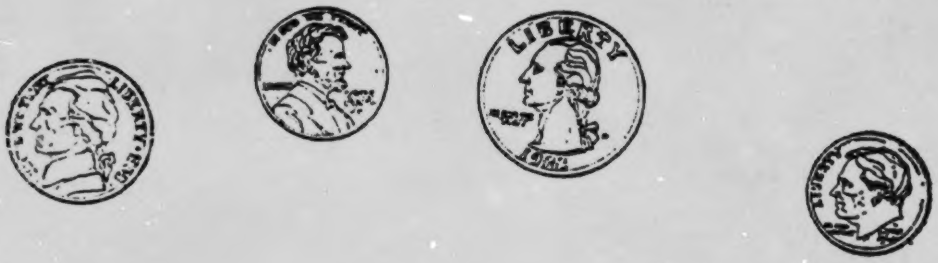
Place the cutouts face down. Take turns picking them up and matching them to the gameboard.



Dear Parents,
We are studying money in Math.
We are learning to identify and state
the value in cents of a penny, nickel,
dime, quarter, half-dollar, and dollar.
It is important to learn the value of
money for use in everyday life.

PARENT INVOLVEMENT IN BASIC SKILLS

THESE ARE MY COINS



Penny Cups

Label paper cups with the words penny, nickel, dime, quarter, half-dollar, and dollar. Also, label the cent value on each cup.

Have your child count the correct number of pennies to go into each cup.

Empty the Wallet

EMPTY your wallet or coin purse on the table.

HAVE your child separate the money into piles of pennies, nickels, dimes, quarters, half-dollars, and dollars.

TALK about how many cents there are in a penny, a nickel, a dime, a quarter, a half-dollar, and a dollar.

THESE ARE MY COINS

Learning with Coupons

CHOOSE some food coupons: 5¢, 10¢, 25¢, 50¢.
HAVE your child place the correct coin on the coupon.
HAVE your child exchange the coin for the correct number of pennies.

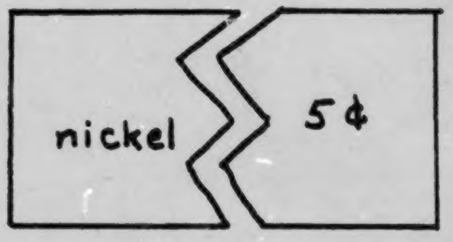
Money Match Game

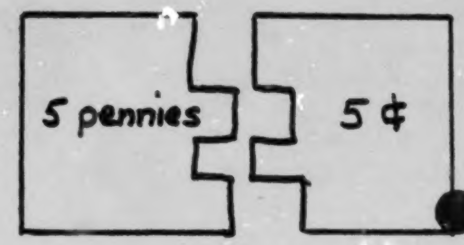
USE index cards to make a money game.
MAKE 2 cards for each coin - penny, nickel, dime, quarter, half-dollar, and a dollar bill.

CARD 1
On the left side write the name of the coin. On the right, the amount of the coin with the cent sign (¢).

CARD 2
Write the value of the coin in pennies on the left. On the right, the amount with the cent sign (¢).

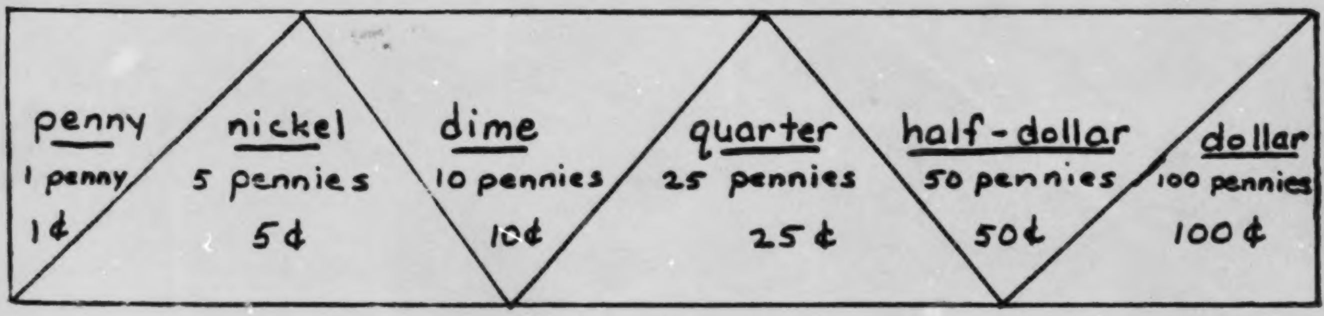
LET your child cut the cards into puzzle pieces.
MIX up the pieces.
HAVE your child find the pieces that match.





¢ ¢ ¢ ¢ Thinking Pennies ¢ ¢ ¢ ¢

Use the box below. Place the coin that matches in the triangles. Talk about how many pennies each coin equals.


penny
1 penny
1¢
nickel
5 pennies
5¢
dime
10 pennies
10¢
quarter
25 pennies
25¢
half-dollar
50 pennies
50¢
dollar
100 pennies
100¢

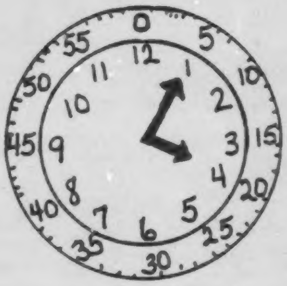
Money 03-F

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning to tell time after the hour, using the five minute marks on the clock. Here are some ideas to help your child learn this skill.

MARCHING THROUGH TIME

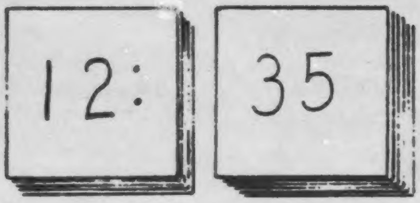
Paper Plate Clock



HELP your child make a clock from a paper plate.
WRITE the numbers 1-12 on the inner circle of a paper plate. Write 12, 3, 6, and 9 on first; then fill in 1, 2, 4, 5, 7, 8, 10, and 11.
WRITE a 5 outside the 1. Continue around the clock counting by fives.
MAKE a minute hand and an hour hand from paper.
FASTEN the hands to the center of the clock with a brad so they move.
USE the clock to show various times.

Draw a Time

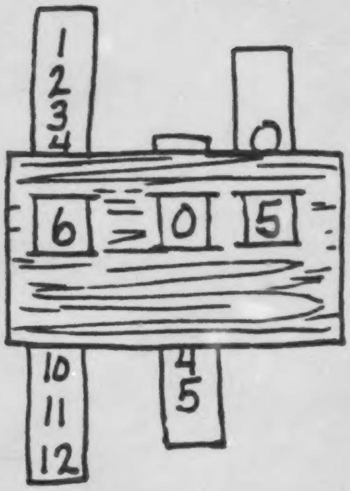
For this game you will need these things:
- The paper plate clock you made in Paper Plate Clock
- A set of cards numbered from 1-12 followed by a colon (hour cards)
- A set of cards numbered by fives from 5-55 (minute cards)



DRAW one card from each set of cards.

MOVE the hands on the clock to show the time you drew. Help your child READ the time on the clock.

MARCHING THROUGH TIME



Digital Clockery

HELP your child cut the front from a cereal box.

CUT three narrow strips from the sides. On the first strip, write 1-12. On the second strip, write 0-5. On the third strip, write 0 and 5.

CUT three pairs of slits in the rectangle.

PUSH the strips through the slits.

SET your digital clock and read the time.

Time Toss

For this activity, use one of the clocks you made.

MAKE a circle using chalk on the sidewalk or driveway.

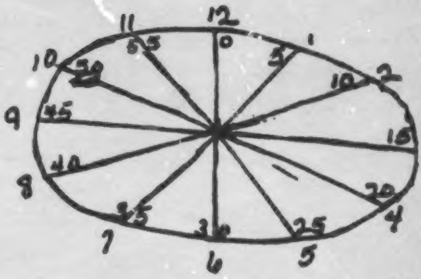
DIVIDE the circle into 12 equal sections.

LABEL each section by fives, from 0-55.

CHOOSE a marker such as a stone, bottle cap, penny, or button. Take turns tossing the marker into the circle.

SET your clock. You select the hour. Your game marker tells you the minutes after the hour.

TELL the time after each toss.



Time and Temperature 05-F

Montgomery County Public Schools
Rockville, Maryland 20850

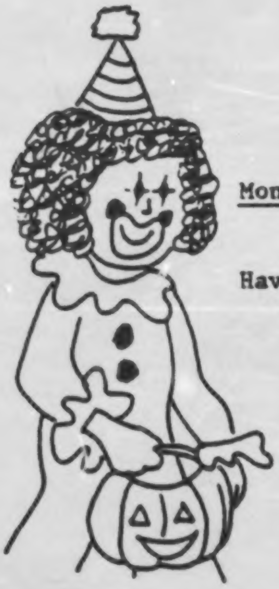
Dear Parents,

We are learning how to measure time. We are learning how days, weeks, months, and the year fit together. Knowing about longer periods of time will help children understand time.

PARENT INVOLVEMENT IN BASIC SKILLS

THROUGH THE YEAR

JANUARY
S M T W Th F S



Month by Month

TAKE OUT photos of your child from the past year.
Have your child PUT these photos in the order of the months.
TALK about the changes from month to month.
DISCUSS with your child an event that happened one year ago.

Through the Year With the Family

TAKE photos of family events.
LABEL the pictures with the date they happened.
Help your child ARRANGE them by months.
Choose events like birthdays, holidays, family trips, picnics, visits to a museum or a zoo, or visits by guests.

THROUGH THE YEAR

Through the Year with Nature

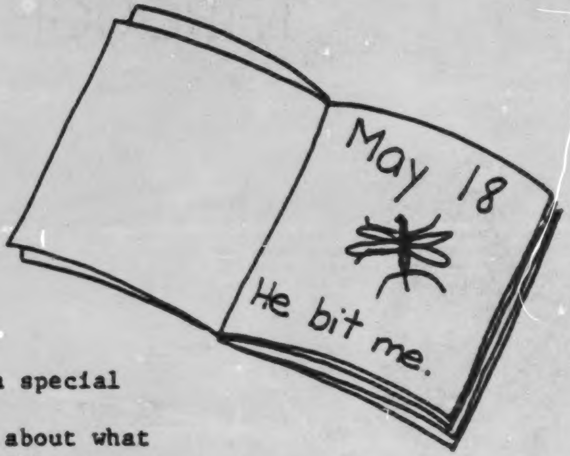
RECORD the date, MARK your calendar, and TALK about changes in nature such as the following:

The first mosquito bite
The first robin
The first frost
The first snowfall
The first garden seed planted
The first flower bud
The first heavy jacket day
The first sweater day

HINT: You may want to choose one idea and follow it through a season. For example, you can put a can of water outside in the fall. Your child can record the first day there is ice on the top, the day that the can is frozen solid, and the date the ice melts. What else happened on those days?

ASK questions like the following ones:

How many days do tulips bloom?
How many weeks does it take from planting a seed to getting a vegetable or flower?
How many months do you see robins?
What month of the year did the first flower bloom at your house?



Twelve Special Days

In a special notebook make one page for a special day each month.
RECORD the date, DRAW pictures, and TALK about what happened on that day. Some examples could be:

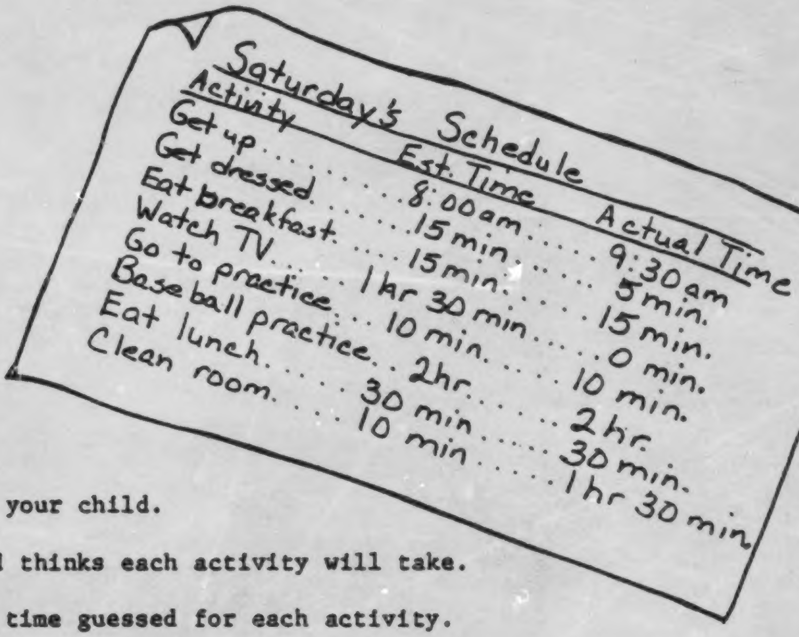
1. A snowfall (January)
2. Valentine's Day (February)
3. Kite flying (March)
4. Flowers blooming (April)
5. Planting seeds - garden or flower (May)
6. The last day of school (June)
7. Independence Day (July)
8. A hot day (August)
9. The first day of school (September)
10. Halloween (October)
11. Thanksgiving (November)
12. Christmas or Hanukkah (December)

HINT: To remember to add to your book each month, CHOOSE a certain day of the month to work on this project.

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
We are learning how to measure time. There are many ways to do this. Doing some of these activities may help your child understand time.

OLD TIME TIME



Saturday's Schedule

Activity	Est. Time	Actual Time
Get up	8:00 am	9:30 am
Get dressed	15 min.	5 min.
Eat breakfast	15 min.	15 min.
Watch TV	1 hr 30 min	0 min.
Go to practice	10 min.	10 min.
Base ball practice	2hr.	2 hr.
Eat lunch	30 min	30 min.
Clean room	10 min	1 hr 30 min.

Plan Your Time

PLAN part of a day with your child.

ASK how long your child thinks each activity will take.

WRITE down the length of time guessed for each activity.

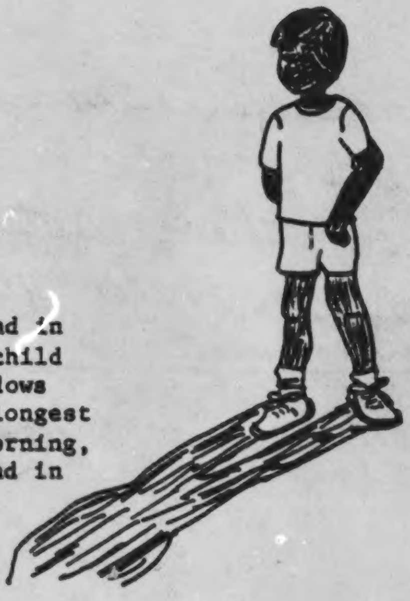
RECORD and CHECK the actual time with the plan.

TALK about how close his or her guesses were.

How many minutes did each activity take?
What part of an hour was that?

OLD TIME TIME

Human Sundial



PICK a spot on the sidewalk or the driveway. that is sunny most of the day.

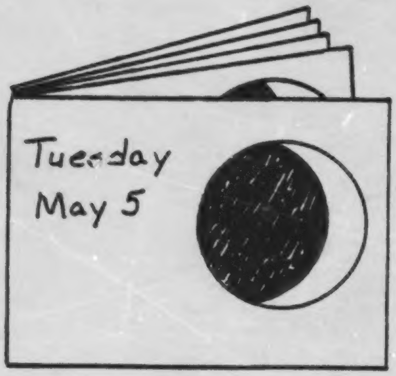
In the morning, take a piece of chalk to the selected spot.

Have your child stand while you outline his or her feet and shadow.

At noon and in the afternoon, have your child stand in the same place. Again draw around the shadow. Your child can then see not only the changing lengths of the shadows but also the changing direction. The shadow will be longest at sunrise and sunset and shortest at noon. In the morning, the shadow will be to the west of your child's feet and in the evening it will be to the east.

Moon Gazing

The first calendars were based on the repeating phases of the moon. The time from one full moon to the next is about 29½ days.



USE fifteen 3 x 5 index cards.
DRAW a circle on the right hand side of each card. Use a jar or glass to trace.
LOOK at the moon every other night for one month.

The nights you watch the moon, RECORD how much is light or dark by shading the circle on one card. WRITE the date on the card.

If the moon can't be seen one night because of the clouds, wait till the next night. Then go back to the regular schedule.

At the end of the month, you will have recorded one full cycle of the moon. To see it speeded up, hold the cards in the left hand and thumb them with the right.

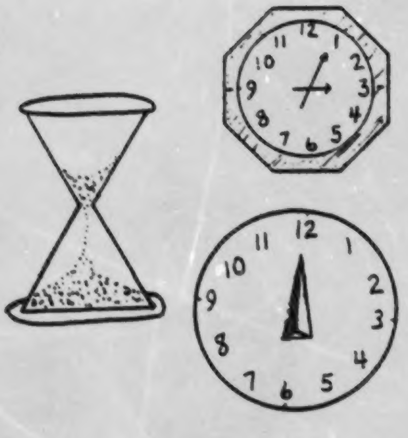
Time and Temperature 06-F

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

We are studying time by learning how minutes, hours, and the day fit together. We become aware of the passing of time by noting things that happen. Below are some ways you can help.

IT'S ABOUT TIME



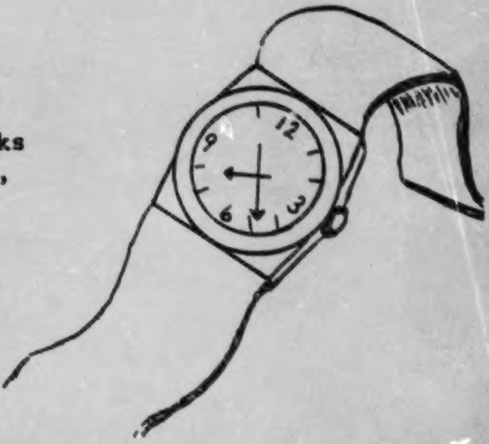
Cooking Time

USE a kitchen timer or alarm clock to help your child understand the time it takes to cook something.
TELL your child the time it takes to bake a cake or finish cooking something on top of the stove.
HELP your child set the timer for the number of minutes you want to cook or bake the food.
CHECK the timer with your child occasionally to see how much time is left.

This will help your child to learn that it takes different lengths of time to cook different things.

Recycled Watches

USE old wrist watches and clocks.
MOVE the hands to set a time.
SET the "recycled" clock to the actual time.
USE the "recycled" watch to show how the clock looks at times such as a TV program, bedtime, dinner, or play time.
WATCH the real clock move toward the selected time.



IT'S ABOUT TIME

Travel Time

GO with your child to a familiar place (school, shopping center, library).
CHECK the amount of time it takes in minutes to get there.
RETURN home and check the time again.
COMPARE the time going and coming.
Is the time the same or different?
DISCUSS what might have taken place to make the time different.
DISCUSS with your child other activities that would help him/her with minutes.

Wrap-Up Time

SET aside a wrap-up or wind-down time for your children.

TELL them 15 minutes before they must stop playing.

"In 15 minutes, I want you to . . . ."

Give them the full 15 minutes. They will appreciate having the time to finish their activity or tell their friends goodbye. Eventually they will learn how much they can begin and finish in that time.

Panic Cleanup

Do a "panic cleanup" to help your child understand how long five minutes is. Set a kitchen timer for five minutes. Have your child pick up as many toys and other things as time will allow. Don't ask him/her to clean up beyond the five minutes. Other family members can participate in this useful activity.

Time and Temperature 06-F

Montgomery County Public Schools
Rockville, Maryland 20850

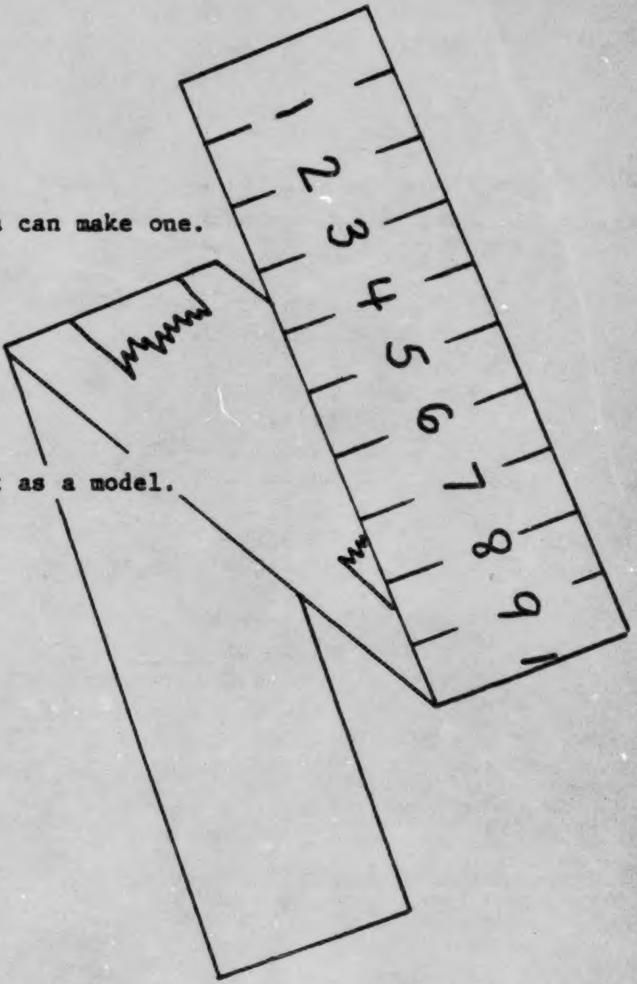
Dear Parents,
We are studying metric measurements. We are using centimeters (cm) and meters (m). These activities will help your child learn how to measure with the metric system.

METRIC MEASURE

In the metric system, centimeters (cm) and meters (m) are used to measure length.

100 centimeters (cm) = 1 meter (m)

If you do not have a metric measure, you can make one.



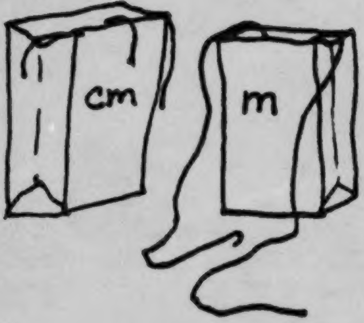
Making a Folding Meter Rule

USE the 10 centimeter rule at the right as a model.
MAKE ten rulers from heavy paper.
FASTEN them together with tape.
MARK the centimeters on each.

You now have a folding metric ruler!

METRIC MEASURE

Bag It



TAKE two lunch bags or any other containers you may have.

MARK centimeter (cm) on one and meter (m) on the other one.

CUT ten pieces of paper or string into various lengths. Put them in a separate container.

HAVE your child take each one out and guess its length. Help your child measure its length and put it into a bag according to the following rule: If it is less than one meter it goes into the centimeter bag. If it is more than one meter it goes into the meter bag.

A Metric Hunt

Make a list of different objects in your home.

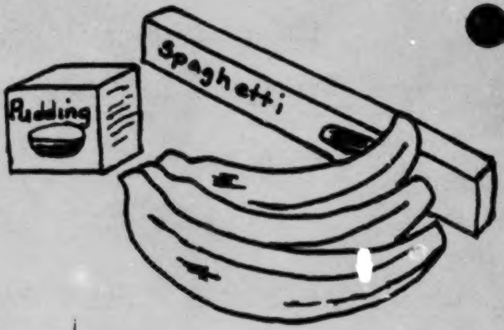
Both you and your child estimate how long or tall each of the objects is in meters (m) or centimeters (cm).

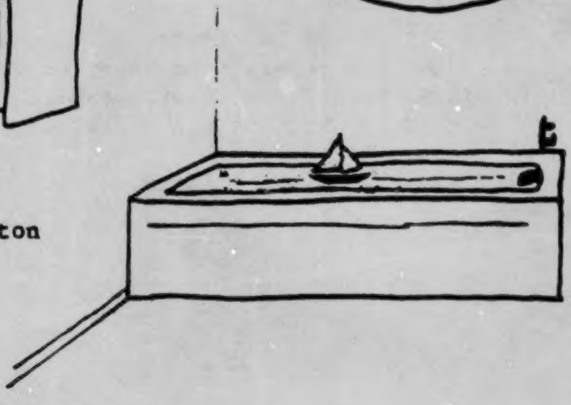
Record your estimates.

Measure the objects and compare the estimates with the actual measurement. Whose estimate was closer?

Some things you might measure are the following:

A cucumber
Spaghetti
A box of pudding
A cereal box
A bed
A table
The height of a door
A towel rack
The bathtub
Members of the family
The distance across a coin or button





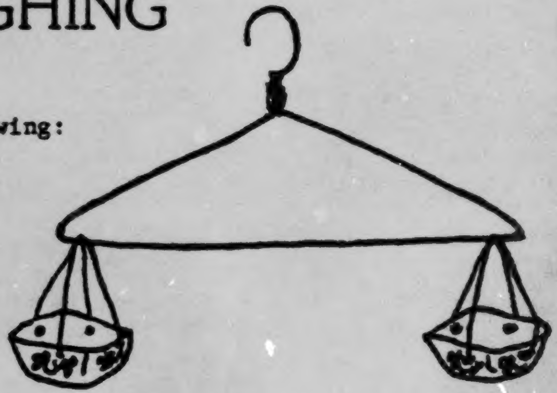
Length 04-F
Project Basic - 3.2.2.

Montgomery County Public Schools
Rockville, Maryland 20850

PARENT INVOLVEMENT IN BASIC SKILLS

Dear Parents,
In Math we are weighing objects on a balance scale. We are not using standard units for weight. These activities will help your child understand that when we weigh something we compare its "heaviness" to that of another object.

WAYS FOR WEIGHING



Making Home Balance Scales

For making the scale, you will need the following:

- A clothes hanger
- Yarn or string
- Margarine tubs or paper cups of the same size

PUNCH four holes at equal distances around the rim of the tubs or cups.
CUT four 20-inch lengths of string or yarn.
PLACE two strings through each end of the hanger.
TIE the strings to the tubs or cups.

Now you have a scale to use in the following activity.

Weights to Compare

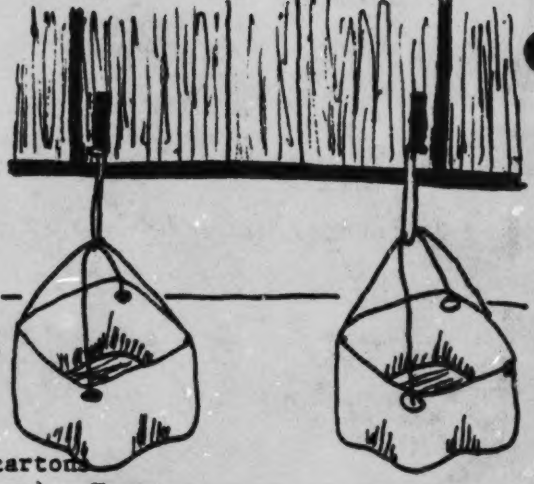
HELP your child use the balance scale to COMPARE the weights of small things you have at home. Hang the balance scale on a kitchen cabinet knob or something that lets the tubs and hanger swing freely.

EXAMPLES
6 marbles = ___?___ crayons
6 crayons = ___?___ buttons
6 buttons = ___?___ beans
6 beans = ___?___ paper clips

These will be about equal. Not exact.

WAYS FOR WEIGHING

Rubber Band Scale



You will need the following things:

Two ½-gallon milk cartons
String
Two rubber bands (of the same size)
Beans, washers, bottle caps

CUT off the top half of the carton.
PUNCH holes in the four sides.
THREAD string through the holes.
TIE the string together at the top.
ATTACH a rubber band where the 4 strings meet.
REPEAT with the other 1/2-gallon carton.
HANG each carton on a kitchen cabinet handle or knob.
PLACE an object to be weighed in one of the cartons (a fork or spoon, something not too heavy). How far did the rubber band stretch?

USE objects like beans or washers of the same size to place in the other carton. How many beans do you need to stretch the rubber band as far as the other carton?

Teeter-Totter Antics

When you visit the park or playground, have an adult sit on the teeter-totter.

Have your child sit on the other end.

Does the teeter-totter balance? How many more children have to sit with your child before the teeter-totter will balance?

Comparison Shopping

At the grocery store, have your child compare the weights of different fruits or vegetables. Which is heavier - a head of cabbage or a head of lettuce?

How many of the lighter fruits or vegetables does it take to equal the weight of the heavier object?

EXAMPLES _____mushrooms = _____an eggplant
_____peppers = _____a cabbage
_____garlic heads = _____a potato

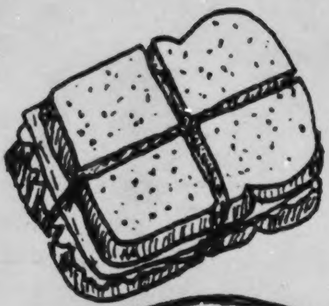
Weight and Mass 02-E

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
We are learning to identify fractions. The fractions we are studying are halves, thirds, fourths, and tenths. These activities will help your child understand these fractions.

PARENT INVOLVEMENT IN BASIC SKILLS

A PART OF IT ALL



Fractional Lunch

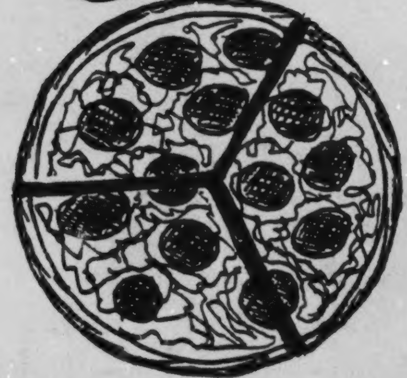
When making sandwiches for lunch,

CUT the sandwich in halves and fourths
SHOW that two halves make one sandwich
SHOW that four fourths make one sandwich

When you have pizza,

CUT the pizza in three equal parts
SHOW your child that each piece is one third and all three pieces make one pizza

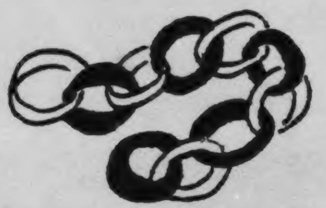
This activity can be done with other foods.



Tenths Chain

Help your child cut a sheet of paper into ten equal parts. Each strip in one tenth of the paper.

Make a paper chain from the strips. Count the links in the chain. One link is one tenth of the chain.

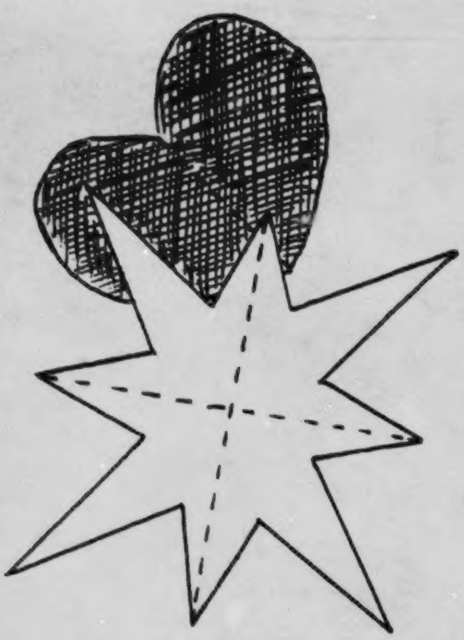


A PART OF IT ALL

Detecting Fractions

PRETEND your house is a museum for fractions.

TOUR your house with your child. Look for objects that have equal parts:
- Windows
- Sofa cushions
- Folding doors
- Drawers in dressers



Fraction Mobile

Make a mobile with your child.

FOLD pieces of paper into halves, thirds, and fourths.
CUT the folded paper to make a shape.
UNFOLD the paper.
TALK about the fractional parts the folds make.
MAKE a mobile from the shapes by tying the shapes to a coat hanger.

Ten-Part Worm

For this activity, you will need the bottom part of an egg carton, glue, pipe cleaners, and crayons or paint.

DIVIDE the egg carton down the middle.

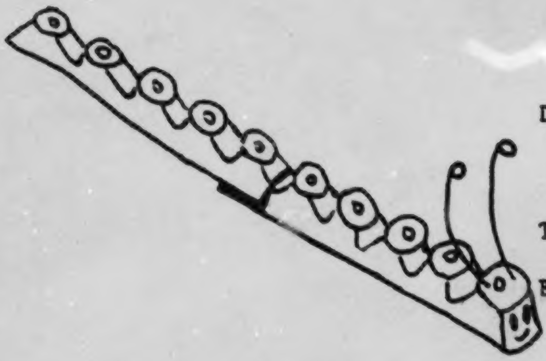
CUT OFF one of the egg cups.

PUT the worm together by gluing one cup from one half on top of one cup from the other half.

DRAW a face at one end with crayons or paint.

USE the pipe cleaners to make feelers.

TALK with your child about tenths.



Each cup of the worm is one tenth.

Common Fractions 04-F

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

In Math we are studying rounding of two-place numbers. The general rule is: numbers 1 through 4 round to the lower ten, numbers 5 through 9 round to the higher ten. The following activities will help your child with rounding numbers.

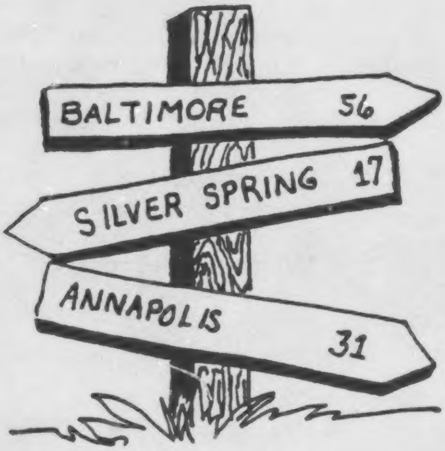
ROUND AND ROUND

Moving On

When taking a trip with your child, look at road signs which give distances to cities.

Ask your child to round the distances to the nearer ten.

"Baltimore is about 60 miles."



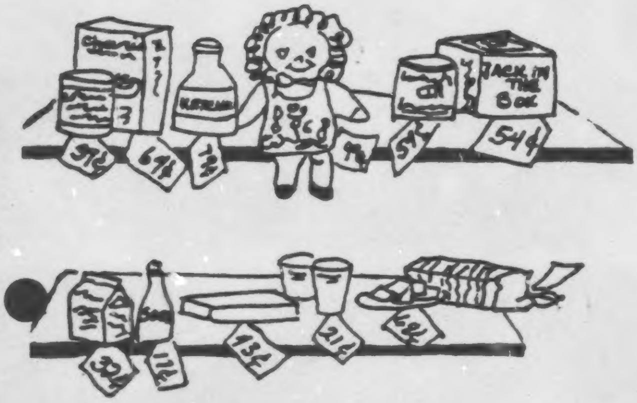
Play Store

Set up a store with your child. Put prices less than a dollar on cans, boxes of food, and toys. Have your child round the prices of the items to the nearer ten.

You can pretend to buy the items.

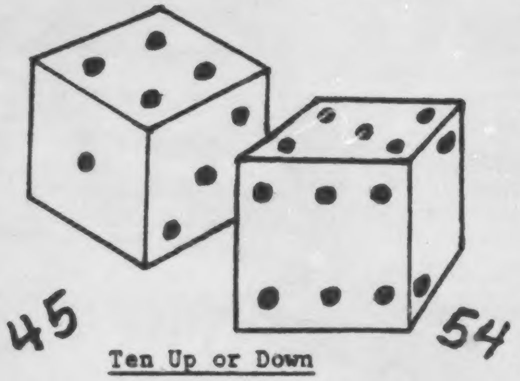
Use a play cash register.

Take turns buying and selling.



ROUND AND ROUND

Number Switch



To play this game, you will need two dice.

ROLL the dice.

WRITE the two-place number.

REVERSE it.

ROUND each number to the nearer ten.

Ten Up or Down

Have your child make a card for each number ending in zero from 10 to 90.

Put them into a bag and shake.

Each player pulls a number card from the bag and makes up a number which will round to it.

The number card is put back into the bag, and the number the player made up is written down.

Each new number is added to the ones before.

The object is to get a certain total or "target" number.

Try 250 for a beginning "target" number.

Amy	Dad
73	62
+19	+38
92	100
+68	+27
160	127
+32	+34
192	161
+47	+53
239	214
+11	+12
250	226

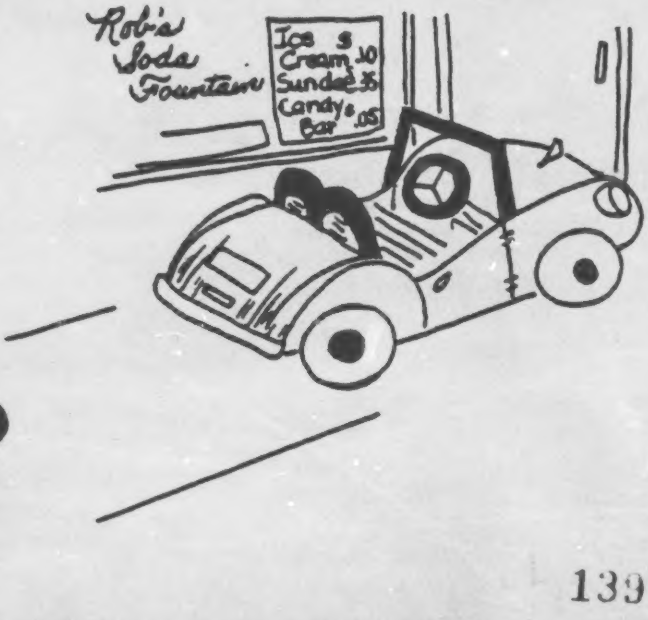
80
60
70
40
10

Estimation and Rounding 01-F

Montgomery County Public Schools
Rockville, Maryland 20850

PARENT INVOLVEMENT IN BASIC SKILLS

HOME LEARNING ACTIVITIES


Rob's Soda Fountain
Ice Cream $.10
Sundae $.35
Candy Bar $.05

GRADE 3

Montgomery County Public Schools

October 1981
Revised June 1982

The development of the activities was supported by funds made available to MCPS from the U. S. Department of Education. However, opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education and no official endorsement of the U. S. Department of Education should be inferred.

Additional funding for the project was provided by the Maryland State Department of Education, Office of Project Basic.

PARENT INVOLVEMENT IN BASIC SKILLS
ACTIVITIES SHEETS TITLES
THIRD GRADE

TITLES	CURRICULUM		REFERENCE(S)
Reading/Language Arts (R/LA)	Unit in Narration		Type of Unit
IT HAPPENED TO ME**	Experience Story		Form Unit
STORY POEMS	Story Poem		Form Unit
WHAT HAPPENS NEXT?	Prediction		Miniunit
GUESS THE ENDING	Prediction		Miniunit
DECISIONS, DECISIONS	Conflict and Resolution		Miniunit
IT'S A SMALL, SMALL WORLD	Communities Around the World		Thematic Unit
TRICKS IN TALES	Tricks in Folktales		Thematic Unit
Reading	MCPS Program of Studies		Project Basic Objective
FOLLOW THE...*	R/LA, RL, p. 39, LEVEL 3		1.1.0.3
CALLING ALL CALENDARS*	R/LA, RL, p. 44, LEVEL 3		4.3.0.5
Writing	MCPS Program of Studies		Project Basic Objective(s)
MESSAGE PLEASE*	R/LA, RL, p. 5, LEVELS 3-4		1.2.1.1
MAIL BAG*	R/LA, RL, p. 5, LEVELS 3-4		1.2.2.1, 1.2.2.3, 1.2.2.4, 1.2.2.6
Mathematics	MCPS Category	Objective	Project Basic Objective
I CAN DO IT**	Problem Solving	MCPS	
TIMES UP*	Multiplication	05-H	2.1.3
DIVIDE AND CONQUER*	Division	05-H	2.1.4
SMALL CHANGE	Money	04-H	
MAKING CHANGE*	Money	05-H	5.1.5
MONEY MATTERS*	Money	07-H	5.1.2
TIME AND TIME AGAIN	Time and Temperature	08-H	
LITERS IN THE LIMELIGHT	Capacity	03-H	
METRICS-A-WEIGH*	Weight and Mass	03-H	2.2.1
CONGRUENT SHAPES: IDENTICAL TWINS	Geometric Figures	14-G	
TABLE TALK	Statistical Graphs and Tables	09-G	
INFORMATION IN THE ROUND	Statistical Graphs and Tables	10-G	
MAKING TABLES*	Statistical Graphs and Tables	11-H	1.1.1.2.5
SETS IN SETS	Common Fractions	05-H	
NAME THAT PART	Common Fractions	08-H	
ALMOST THERE	Estimation and Rounding	02-G	

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*Project Basic Activities
**Parent Handbook Activities

Dear Parents,
We are reading story poems in Reading / Language Arts. You can help your child understand the story in verse by doing some of the activities on this sheet.

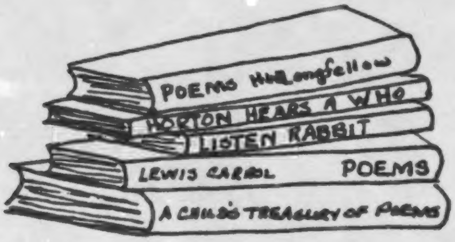
PARENT INVOLVEMENT IN BASIC SKILLS

STORY POEMS

In Your Own Words

Read one of the story poems below.

Have your child retell a part of the story poem.


POEMS H.W. Longfellow
HORTON HEARS A WHO
LISTEN RABBIT
LEWIS CARROL POEMS
A CHILD'S TREASURY OF POEMS

Suggested Story Poems

(These are available in most schools or local libraries. Ask the librarian for help.)

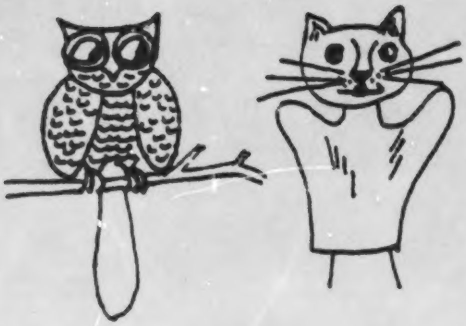
* The Giant Jam Sandwich by J. Burroway
* The Bagpipe Who Didn't Say No by Shel Silverstein
* Horton Hears A Who by Dr. Seuss
* And To Think That I Saw It on Mulberry Street by Dr. Seuss
* Pierre by Maurice Sendak
* May I Bring a Friend? by DeRegniers
* The Peanut Butter Sandwich by Shel Silverstein
* Jonathan Bing by Beatrice Curtis Brown
* The Cat in the Hat by Dr. Seuss
* Little Red Riding Hood by DeRegniers
* Listen Rabbit by Aileen Fisher
* Gregory Griggs and Other Nursery Rhyme People by Arnold Lobel

STORY POEMS

Drama And Poetry

Read a story poem together.

Have your child act out the feelings of the characters in a story poem.



Character Puppets Or Puppet Story

See Puppetry in the Parent Handbook for this activity.

Make puppets for the characters in a favorite story poem.

Read In Rhyme

When you read a story poem together,

DISCUSS the story. Talk about the main characters.

ASK the following questions:

- Was there a problem? How was it solved?
- Are there words that rhyme? If so, name some.
- Could the situation be real, or is it make-believe? What makes you think that?
- What did you like about the story poem?

Be A Poet!

Your child might like to write a story poem about something that happened recently or about a make-believe character. It does not need to be long. You may want to help your child write the story poem.

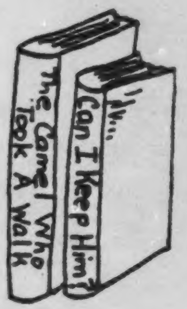
FORM UNIT - Story Poem - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

Now we are teaching children how to follow what happens in a story. One of the best ways is to have them guess what happens next. Learning to follow what is happening and to guess what might happen next will help children understand what they read.

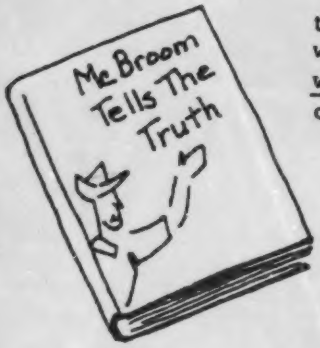
PARENT INVOLVEMENT IN BASIC SKILLS

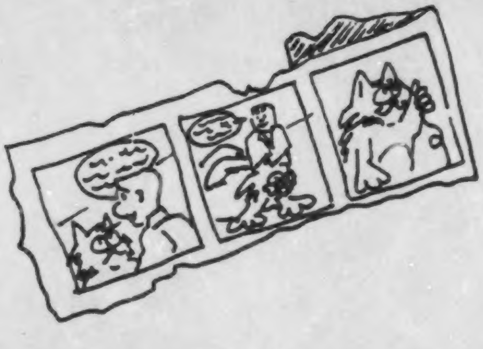

The Camel Who Took A Walk
Can I Keep Him?

WHAT HAPPENS NEXT?

Happy Endings

When you read or tell a story to your children, stop before the end. Ask how the story might end. Ask why they think it will end that way. Then read the rest of the story to find out what happens next. Remember that any guess is good if your child can tell you reasons for that guess.





Get the Picture

The comics in the newspaper are full of ways to practice guessing what happens next. Cut out your child's favorite comic strip and fold back the last picture. Ask your child to tell you what will probably happen in the last picture. Ask why. Then show the last picture.

WHAT HAPPENS NEXT?

Tuning In

Commercial TV breaks are planned at points in the story that leave you wondering about what happens next. You can use this time to turn down the television for a moment and talk about what might happen next. Ask why everyone thinks his/her guess will be correct. When the show comes back on, everyone can see if he/she guessed correctly.

Ad It Up

Pick a magazine ad. Ask your children to guess what the advertiser wants them to think will happen if they use the product.

Ham It Up

Your children may enjoy making up their own commercials that have different endings and performing them for you.

Prediction - LEVEL 3
Copyright 1981, Revised June 1982
Montgomery County Public Schools
Rockville, Maryland 20850

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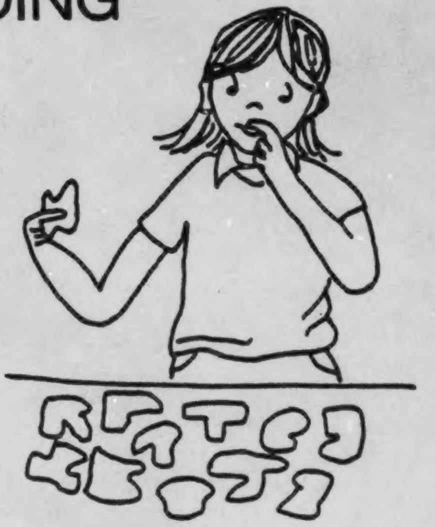
Dear Parents,
We are reading stories and poems with surprise endings in Reading/Language Arts. We guess what will happen in the end and give reasons for our guesses. Often however the ending is not what we predicted.

PARENT INVOLVEMENT IN BASIC SKILLS

GUESS THE ENDING



Puzzling Picture

PASTE a large picture from a calendar or magazine on a sturdy piece of paper. Cut the paper to the size of the picture.

CUT the picture into large pieces with different shapes.

MIX the pieces up and place them face down on the table.

LET your child turn up one piece at a time and try to guess what the whole picture might be.

THE WASHINGTON SPORTS NEWS
REDSKINS WIN!

The Outcome

ENCOURAGE your child to predict the winner of baseball, basketball, or football games on TV.

FOLLOW UP to see if the prediction was close.

TALK about any unexpected endings to sports events. Don't forget about sports your child plays.

Great Expectations

READ to your child a chapter each night from a mystery, adventure, or ghost story.

TALK about what might happen next after reading each chapter.

GUESS THE ENDING

Predicting Reactions

GATHER pictures of things which might get a response from family members. For example, a picture of a snake or a spider may startle someone. A clown picture may get a laugh from someone else. A picture of a friend may cause another response.

SHOW the pictures to your child one at a time. Ask questions such as:
How do you feel when you see this? Why?
How would other people you know feel? (A sister, brother, teacher, younger child, an adult . . . .)

SUGGEST that your child show these pictures to the other people. See if the predictions come true.

TALK about how people's reactions are different and sometimes surprising.

Old Beginnings, New Endings

SELECT one of your child's favorite stories.

SUGGEST that your child make up a new surprise ending.

WRITE the ending as your child tells it.

Your child may need to change some other events in the story to prepare for the new ending.

Invite a friend or family member to listen to the new story.

MINIUNIT - Prediction - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

We are reading and listening to stories in which the characters have problems. We find the problem and discuss both the character's decision and the action the character takes. We also talk about the effect of the action and other things the character might have done.

DECISIONS, DECISIONS

Problems in Sports Events

ASK your child to recall a game in which he/she had to make a decision before making a move.

TALK with your child about the decision he/she had to make in the game.

TALK about the effects of the decision.

TRY another decision and talk about what might have happened.

DECISIONS, DECISIONS

Round Robin Stories

While you are riding in the car, doing household tasks, or waiting in grocery lines,

MAKE UP a pretend story.
BEGIN the story by describing a character with a problem.
STOP the story.
ASK your child to continue the story from where you stopped.
SUGGEST that your child include different ways the character could solve the problem and what the effects of each solution might be.

HINT: You can have several people make up parts for the story.

Animals Tell Stories Too!

You and your child can have a lot of fun watching pets and wild animals.

EXAMPLES
- Birds compete for food at the bird feeder.
- A mother bird has to avoid a playing child while trying to get food to her babies.
- Mother birds sometimes build their nests in strange places. Why?
- Two cats fight for a toy.
- A dog has trouble finding a quiet, shady spot to rest.

When you see an animal story,

CALL your child to watch with you.
TALK about the animals, their problems, and their solution to the problem.
ASK your child to think about other things the animals you watched could have done to solve their problems.

MINIUNIT - Conflict and Resolution - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

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Dear Parents,
We are reading and listening to stories in which the characters have problems. We find the problem and discuss both the character's decision and the action the character takes. We then talk about the effect of the action and other possible actions.

PARENT INVOLVEMENT IN BASIC SKILLS

DECISIONS, DECISIONS

Problems When We Travel

MAKE a chart with your child like the one below. You may have other ideas to include. Your child may enjoy drawing or pasting pictures from magazines on the chart.

HELP your child think of problems which you or your family have had or might have while traveling.

EXAMPLE During a walk in the park, it starts to rain.

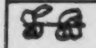
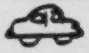
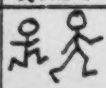
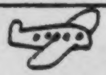
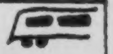
WRITE each problem under the matching picture on the chart.

ASK your child to talk about different ways these problems can be solved. What effect would these solutions have?

EXAMPLE We could run under a shelter.
What else could be done?

START this activity and add to it from time to time as you and your child have new ideas.

Problems When We Travel

SKATING	CAR	BICYCLE	BUS	WALK	METRO	CAMPER	BOAT	PLANE	TRAIN
									

DECISIONS, DECISIONS

News Bulletin

Encourage your child to
LISTEN to a news program or
READ an article in a newspaper or magazine on current events.

ASK for the child's thoughts on questions such as:

What is the problem in the news?
How is it being solved?
Is it likely to affect the child?
What solutions can your child offer?

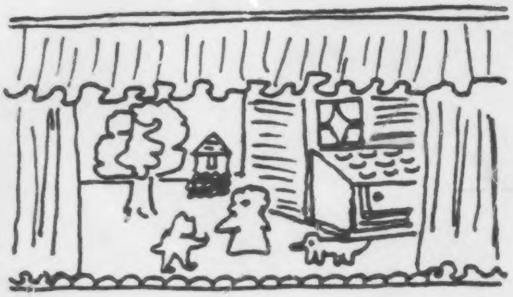
NOTE: The news item your child chooses may appear in the news again. This could be a continuing activity.

Curtain Time

Movie theaters, high schools, colleges, and private children's theaters have shows of fairy tales, musicals, ballets, operas, folktales, and fables.

If you can take advantage of these shows, be sure to:

TALK with your child about the story.
ASK the following questions:
Did this character have any problems?
What were they?
What did the character do about them?
Did it work?
Would something else have worked also?
How would it work?



MINIUNIT - Conflict and Resolution - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

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Dear Parents,

In Social Studies this year we will be learning about people in Japan, Mexico, Africa, and Alaska. We are reading poetry and stories from and about these places in Reading/Language Arts. This activity will help us understand people in other parts of the world.

IT'S A SMALL, SMALL WORLD

World Communities

ASK your child to choose one of the following: Japan, Mexico, Africa, or Alaska.

To get free information about the area your child picked, try one of the following:

HELP your child write a letter to an embassy, cultural organization, or state office of the community chosen. Addresses are in the phone book.

VISIT a travel agent's office with your child. Many offices are now located in shopping malls.

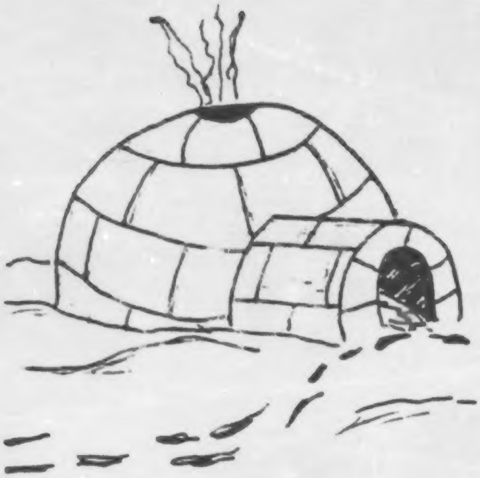
Story Time

Check with your local children's librarian for suggested books, stories, or poetry from Japan, Mexico, Africa, or Alaska. Read one of these with your child. Talk about the book, story, or poem you read.

Just for Fun

Plan a pretend trip to one of the communities. Discuss clothes you would need, sights you would see, and the food you might eat.

IT'S A SMALL, SMALL WORLD



Let Us Make Igloos

Your child might enjoy making an Eskimo igloo. You can use the following materials to make the igloo:

Cake and icing
Paper cups
Papier-mache
Play dough (See Parent Handbook.)

Talk with your child about how this Eskimo house is different from your house.

Chocolate Mexicano

Mexican children enjoy a drink called Chocolate Mexicano. Here is an easy way to try it with your child:

MELT 1 ounce (28g) of sweet chocolate in 1 cup (240 ml) of milk.
ADD a pinch of cinnamon.
BEAT mixture with an egg beater until it is frothy and bubbly.
SERVE and enjoy!

THEMATIC UNIT - Communities Around the World - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Reading/Language Arts we are reading folktales about characters who use trickery to solve problems or to get what they want. Folktales are old stories that were passed on by word of mouth. There can be many different versions of a folktale.

TRICKS IN TALES

Retold Tales

ASK your child to think about a familiar folktale for a few minutes. ("Three Little Pigs", "Snow White", "Little Red Riding Hood" are examples.)

HAVE your child retell the story in modern times. For example, Snow White's Prince Charming might arrive in a white sports car.

You and your child may write down the new story to share with other family members. Your child may enjoy drawing pictures of the new story.

TRICKS IN TALES

Family Folktales

THINK back through your family history.

RECALL stories which have been handed down to you.

EXAMPLES

- How your ancestors came to this country
- Where your name came from
- The family ghost
- The famous relative
- The long winter
- Grandpa and the bear

The stories may be exaggerated.

SHARE a story or two with your child.

TALK about trickery, if it exists, in the story. You might be surprised at how often it appears.

Holiday Tricks

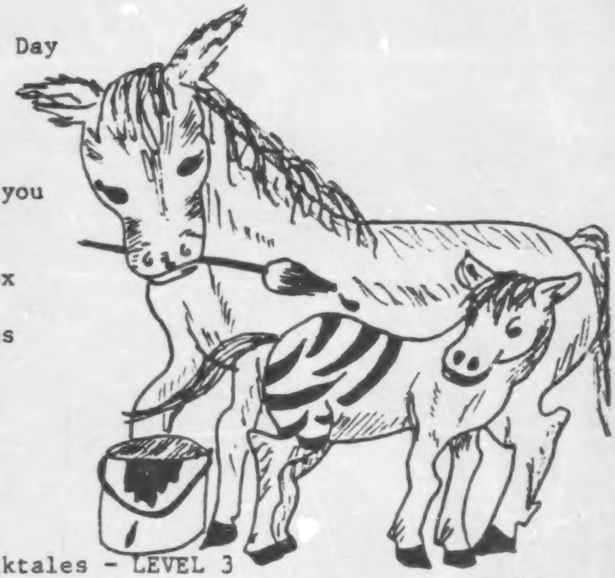
For many years people have enjoyed tricks at holiday times and other special event days during the year.

EXAMPLES
- April Fools' Day
- Halloween
- Easter
- New Year's Day
- St. Patrick's Day
- Christmas
- Hanukkah
- Passover

Share some tricks that have been played on you or that you have played on others.

EXAMPLES
- Wrapping a tiny gift in a huge box
- Coloring a child's oatmeal green
- Hiding Easter eggs in funny places

Talk about how the tricks create fun and surprises on special occasions.



Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
We are learning to follow directions in school. The ability to follow directions is a skill children need in everyday life. The suggestions on this sheet will help your child with this skill.

FOLLOW THE...

Household Help

Have your child HELP you with the laundry. Washing machines give directions for loading and operating. Detergent boxes give written as well as picture directions.

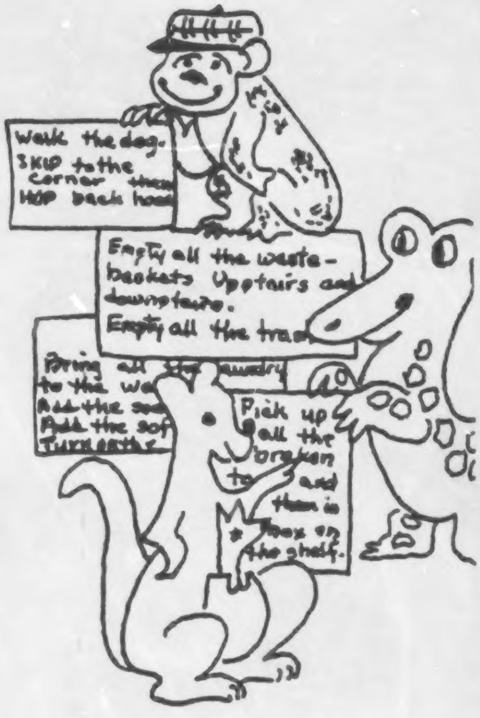
Look for directions on the following items:

Clothes dryer	Vacuum cleaner bags
Dishwasher	Clothing (laundry care label)
Food containers	

Make up cards with directions for everyday chores.

Some ideas for direction cards are listed below:

EMPTY wastepaper baskets - start upstairs and go from room to room.
WALK the dog - run, skip, or jump to the corner and back.
PUT away toys - collect all blue toys, toys with wheels, dolls, or airplanes.
WASH the car - gather the things to do the job first.


Walk the dog.
SKIP to the corner then
HOP back hom
Empty all the waste-baskets Upstairs and downstairs.
Empty all the tras
Bring all the laundry to the wa
Add the so
Add the sof
Turn on the
Pick up all the broken to and them in box on the shelf.

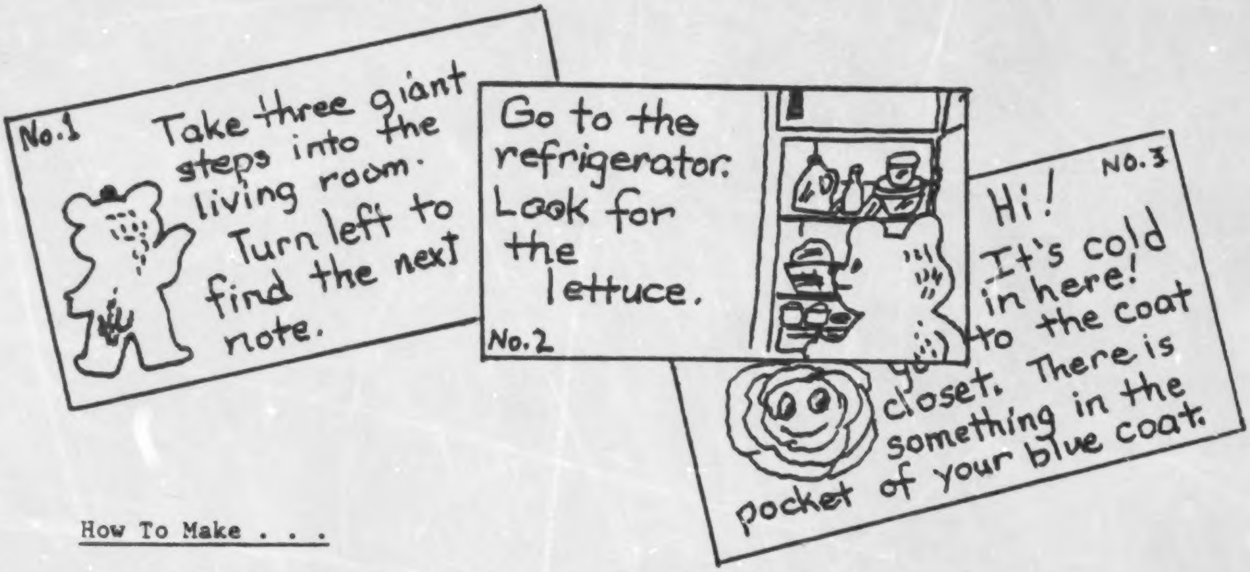
FOLLOW THE...

Treasure Hunt

PREPARE a set of directions for your child.
(Do this after your child is asleep or out of the house.)

WRITE notes to direct your child from one place to another.

EXAMPLE


No.1
Take three giant steps into the living room. Turn left to find the next note.
Go to the refrigerator. Look for the lettuce.
No.2
NO.3
Hi! It's cold in here!
to the coat closet. There is something in the pocket of your blue coat.

How To Make . . .

Craft kits and craft books have directions for children to follow:

EXAMPLES
- Model kits
- Needlepoint kits
- Latch hook kits
- Mosaic books or kits
- Crochet books or kits
- Origami books
- Punch-out books

Some toys have directions in pictures for children to follow:

EXAMPLES
- Tinkertoys
- Lincoln logs
- Legos
- Lite brite
- Shapees
- Parquetry blocks
- Play tiles

Some of the directions may require adult help.

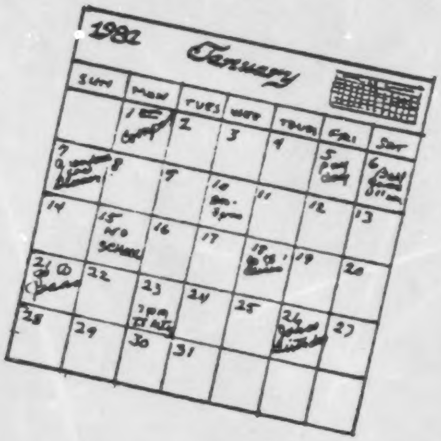
Program of Studies - ELA, p. 39 - LEVEL 3
Project Basic 1.1.0.3

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

In school we are learning to read the calendar. The calendar gives us information to use in everyday life. Try some of these activities at home with your child.

CALLING ALL CALENDARS



Create A Calendar

Help your child make a one-month calendar.

PUT the name of the month at the top.
DRAW the calendar grid.
HAVE your child put the NAMES of the days of the week across the top of the grid and NUMBER the days.
USE this calendar for some of the following activities.

Personal Planner

HELP your child write information on a calendar.
USE some of the following ideas:

- Chores
- Homework
- Appointments
- Shopping
- Reminders
- Library due date
- Company coming
- Sports (games or practice)
- School activities
- Days off

Have your child read the calendar to be ready for home and school activities.

CALLING ALL CALENDARS

Community Calendars

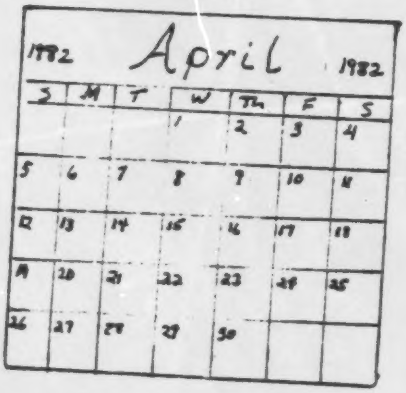
Various groups print information in calendar form.

WATCH for calendars from these sources:

School	Church or synagogue
Library	Work
Advertisements	Museum

TALK with your child about the information on the different calendars.

HAVE your child read information from the community calendars to write on the family calendar.



1982 April 1982

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Calendar Hopscotch

FLIP a coin or marker onto a calendar month. Have your child TELL you about the day on which the coin lands.

Date Line

TALK about the calendar.
TRY some of these questions:

How many Mondays in the month?
On what day does the month begin?
On what day does the month end?
Two weeks from the eighth is what date?
What day is the fifteenth?
Are there any holidays this month?
What is the date today?

Dear Parents,
In Reading/Language Arts we are listening to messages and writing them down. Some messages include the time. Try some of the activities below with your child.

PARENT INVOLVEMENT IN BASIC SKILLS

MESSAGE, PLEASE

Messenger Service

Instead of using the telephone,

ASK your child to

Write a message for a neighbor
(You may need to help with spelling.)
Deliver the message.

Weather Report

Have your child prepare a weather report for other family members.

LISTEN to the weather forecast on TV or radio.

OR

TELEPHONE "weather." (936-1212)

WRITE the information and share it.

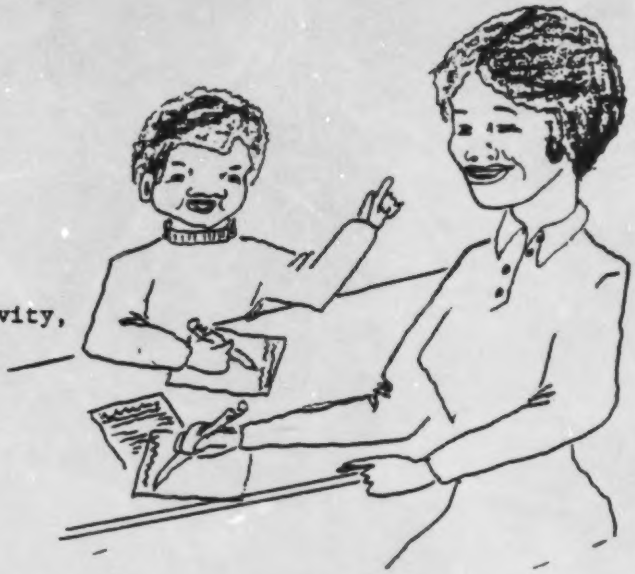
MESSAGE, PLEASE

Quiet Time

PLAN a short period of quiet time
at home (perhaps 15 minutes).

DISCUSS these rules with your child:
We will not talk to each
other at all.
But, we will share information
by writing messages.

After you have finished the activity,
TALK about how your communication was
different from talking.



Telephone Time

FIND the phone number for the library in your directory.
GIVE the number to your child.
HAVE him/her call the library to find out:
- When the library opens
- When it closes
- When the free movies are scheduled

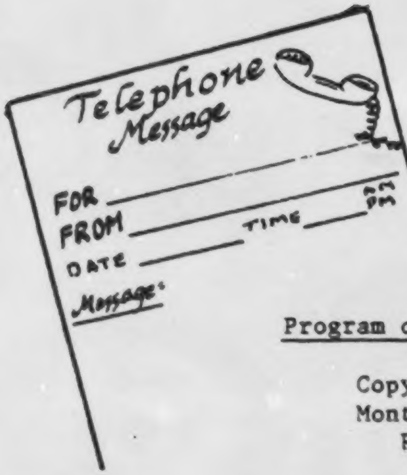
HAVE your child write the events and times.

Make It Yourself

Many offices use printed message pads to record phone calls and visitors.

Help your child design and make a message form for your family use.

Suggest that your child use this form when answering the phone.



Program of Studies - ELA, p. 5 - LEVELS 3-4
Project Basic 1.2.1.1

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
We are teaching children how to write friendly letters, thank-you notes, invitations, and answers to invitations. There are many opportunities to encourage the use of this skill at home. Try some of the ideas on this page.

MAIL BAG

Friends Far and Near

SUGGEST that your child write a friendly letter to a
- Grandparent
- Cousin
- Neighbor who has moved away
- Friend across the street
- Sick classmate
- Pen pal

TRY one of these ideas for a letter:
- Daily activities at home or school
- Plans for a special event
- News of friends or relatives
- Questions such as "Did your cat climb the tree again?"

TALK about the letter with your child.
HELP with spelling and phrasing if necessary.

Thank You

Encourage your child to write a thank-you note for a gift, special favor, or a nice time.

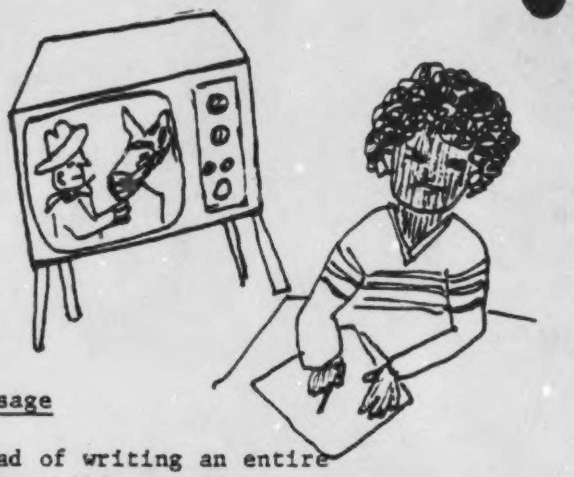
MAIL BAG

Fan Mail

Many times children especially enjoy a television or radio program.

SUGGEST to your child that he/she write a letter to an announcer, the main character, the reporter, or the disc jockey.

Wouldn't it be special if they received an answer? Let's hope some will.

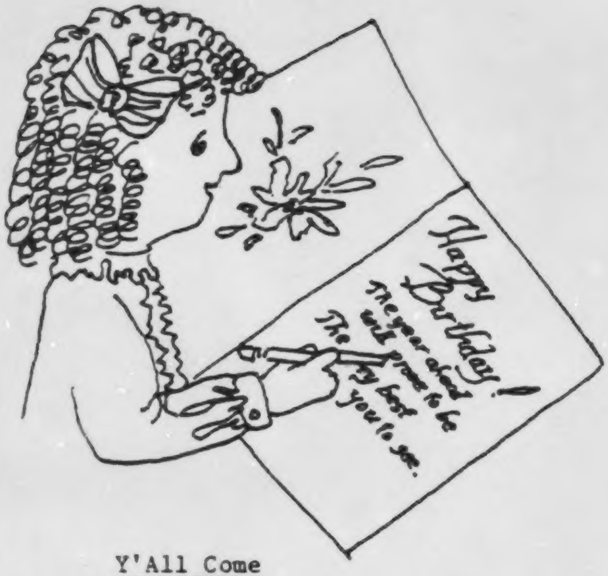


Add-on Message

Instead of writing an entire letter, your child can add to a message.

Help your child:

- ADD a personal note at the bottom of a birthday or other greeting card.
- WRITE a few sentences at the end of your letter.
- SHARE in a family letter where everyone writes their own paragraph.



Y'All Come

Help your child plan a get-together with friends. Talk about the following things:

What to celebrate
People to invite
What to do
Refreshments

Have your child help write the invitations. Use ready-made invitations or make them yourself.

Program of Studies - R/LA, RL, p. 5 - LEVELS 3-4
Project Basic - 1.2.2.1, 1.2.2.3, 1.2.2.4, 1.2.2.6

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
We are beginning to multiply
in Math. We are multiplying two
or three place numbers by 2, 3, 4 or 5.
In some of the problems, we will
regroup (carry) to find the answer.
Try some of these activities.

TIMES UP

Grocery Products

You can use items you buy from the supermarket to practice multiplying two-place and three-place numerals.

As you empty the grocery bag,

HAVE your child check the cans, jars, or boxes for capacity (in milliliters) or weight (in grams).

ASK how many milliliters would 2, 3, 4, or 5 cans of a product contain? How many grams would 2, 3, 4, or 5 boxes of an item contain?

GIVE your child a pencil and paper to figure out the problems.

TIMES UP

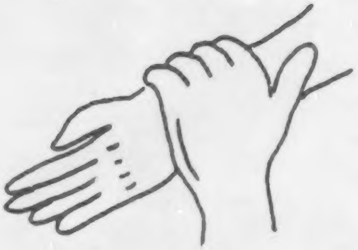
Heart Throbs

Help your child find his or her pulse. Count the number of heartbeats in one minute. (Places to check for pulse are on the wrist and under the jaw below the ear.)

Multiply to see how many thumps his/her pulse makes in 5 minutes.

Check your pulse. How many times will your heart beat in 5 minutes?

Hop 25 times and take the pulses again!



Step Right Up

COUNT the steps it takes your child to walk from your home to the house or apartment next door.

GIVE your child paper and pencil. Ask, "How many steps would it take to walk to 2, 3, 4, or 5 houses on the street if the distance between houses is about the same?"

SUGGESTION: This activity can be changed as follows:

Time your child running from your house to the house or apartment next door. How long would it take to run to the second, third, or fourth house?

Common Cents

Have your child find out how much it costs to buy one candy bar, one ice cream treat, or one can of soda. Multiply by the number in the family. How much will it cost to buy one (candy bar, ice cream treat, or soda) for everyone?

If you buy four cans of soup or three cans of beans at the store, how many pennies will it cost?

Multiplication 05-H - LEVEL 3
Project Basic 2.1.3

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning to divide 2-place numbers by 1, 2, 3, 4, and 5. Some of the division problems will have a remainder. The letter R means remainder. Example $\begin{array}{r}15\text{ R}2\\3\overline{)47}\end{array}$

DIVIDE AND CONQUER

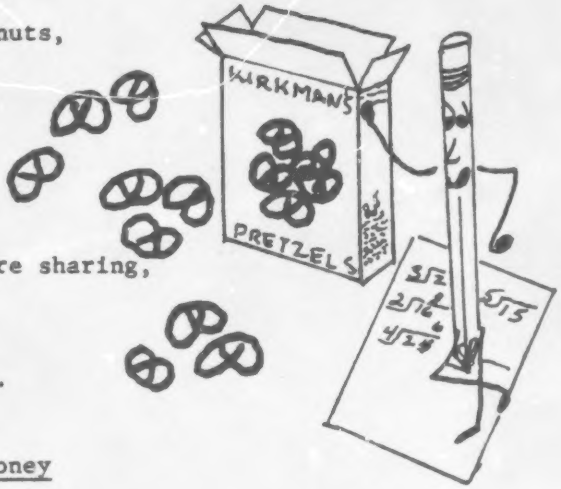
Divvy It Up

Sharing contents of a bag or box of food is a natural way for children to practice division.

Have your child count the number of donuts, cookies, pretzels, or pieces of popcorn in a bag.

ASK, How many would each person get if you and one other person were sharing?
Would there be any left over?
If three, four, or five people were sharing, would there be any remaining?

NOTE: Paper and pencil can be used, if necessary, to figure out the answer.



3/79
4/99
3/99
2/98

One for the Money

TAKE pencil and paper on your next grocery shopping trip.
HAVE your child find out how much a single item costs when the price is listed for more than one item.

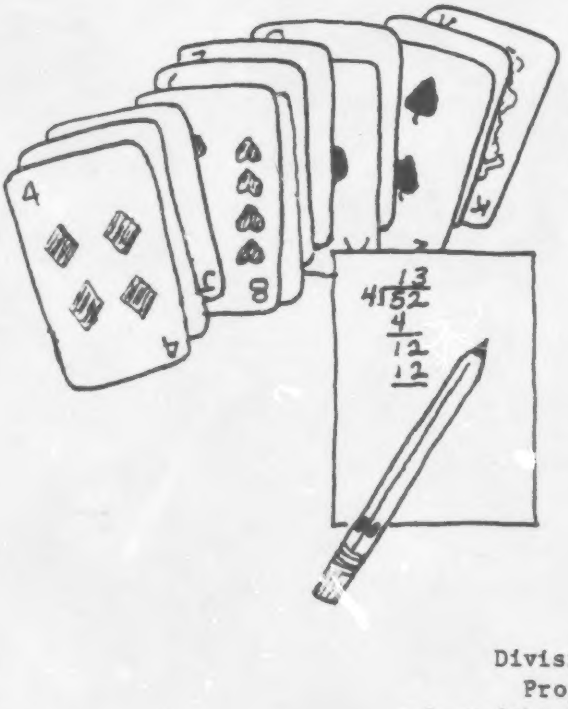
EXAMPLE
How much does one can of beans cost if the price is two for 79¢?

SHOW your child how to shop wisely.
USE division to compare prices between 11¢ and 99¢.

DIVIDE AND CONQUER

How Does Your Garden Grow?

PLAN a vegetable or flower garden.
(This can be a pretend garden or one that you and your child actually plant.)
GIVE your child seed packets which contain less than 100 seeds.
EXAMPLES Corn, beans, peas, zinnias, sunflowers, or other large seeds.
HAVE your child count the seeds.
DECIDE how many pots you will use or how many rows you will plant (2, 3, 4, or 5).
Have your child write the division problems on paper.
TALK about how your garden can be planted.



Divide the Deck

GATHER the following materials:
- A deck of playing cards
- Paper and pencil

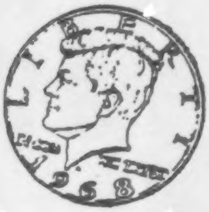
GUIDE your child in doing the following:
- Count the number of cards in the deck.
- Write the number.
- Divide by 1, 2, 3, 4, or 5.
- Deal the cards to check the answer.

TRY this activity with part of the deck or with more than one deck (but less than 100 cards).

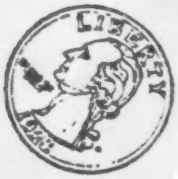
Division 05-H - LEVEL 3
Project Basic 2.1.4

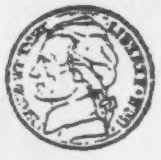
Montgomery County Public Schools
Rockville, Maryland 20850

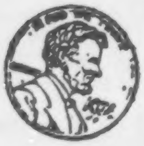
Dear Parents,
We are learning to combine coins to make an amount less than a dollar. It will help your child to begin to use change in everyday life.

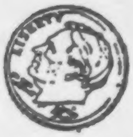

LIBERTY
1968

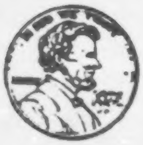
SMALL CHANGE

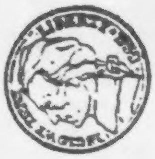


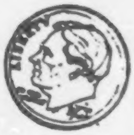












Coins, Coins, Coins

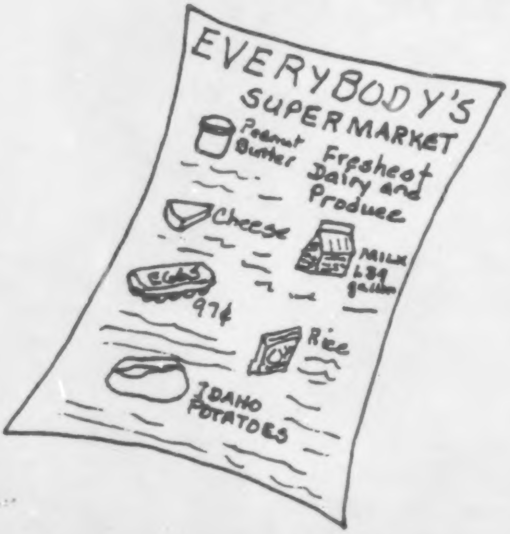
USE real coins or cut out the coins on this page to use in these activities.

NAME different amounts less than one dollar. Have your child show the amounts with the coins.

Food Ads

GET a food store ad from the newspaper or a flyer sent from a supermarket.

ASK your child to choose the coins to buy items that cost less than a dollar.


EVERYBODY'S
SUPERMARKET
Peanut Butter
Freshest Dairy and Produce
Cheese
MILK
1.39 gallon
EGGS
97¢
Rice
IDAHO POTATOES

SMALL CHANGE

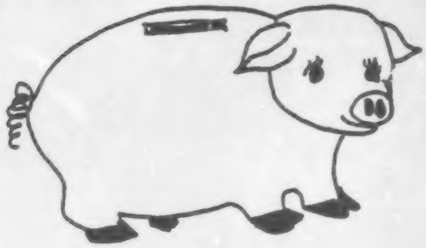
Allowance, Lunch, or Milk Money

The next time you give your child an allowance or money to buy lunch or milk at school:

EMPTY your wallet, purse, or pockets.

TELL your child to choose a combination of coins equal to the amount needed.

ASK your child to try to choose different combinations of coins to make the same amount.



Suggestion: Offer different combinations of coins at regular allowance time.

Food Shopping

LET your child "run an errand" for you while you do your food shopping.

ASK your child to find one thing from your list which costs less than one dollar.

KEEP that item separate from the other groceries.

PAY for the other groceries first.

LET your child pay for the item he/she selected with a dollar.

Money 04-H - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

In Math we are learning to make change with coins by adding up from the purchase price to the amount paid. We are using amounts less than a dollar.

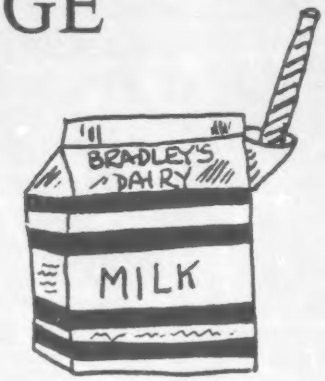
Example: If we use 75¢ for an item costing 52¢, we add up from 52¢ to 75¢ to make the change.

52¢ + 1¢ + 1¢ + 1¢ + 10¢ + 10¢ = 75¢

52¢, 53, 54, 55, 65, 75.

PARENT INVOLVEMENT IN BASIC SKILLS

MAKING CHANGE



Lunch or Milk Money

GIVE your child more money than is needed for milk or lunch.

ASK how much change will be returned.

SUGGEST that your child check to see that the correct change is given.

Shopping

GIVE your child a short list of grocery items priced less than one dollar.

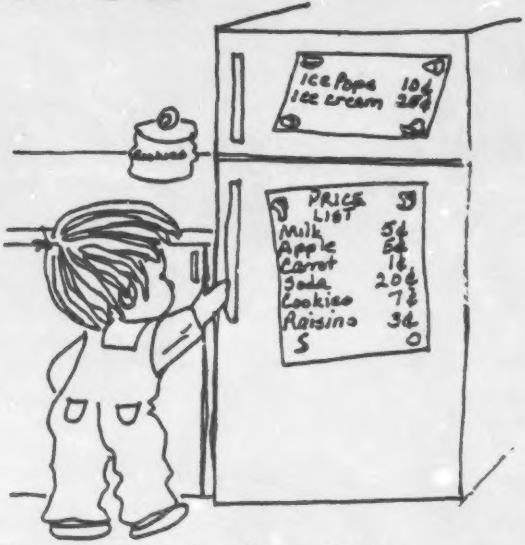
HAVE your child select one item to buy while you shop.

LET your child purchase the item in the express lane.

ASK your child:
To return the change to you
To count it up from the purchase price to the amount paid

MAKING CHANGE

Buying Snacks at Home


Ice Pops 10¢
Ice cream 25¢
PRICE LIST
Milk 5¢
Apple 5¢
Carrot 1¢
Soda 20¢
Cookies 7¢
Raisins 3¢
S 0

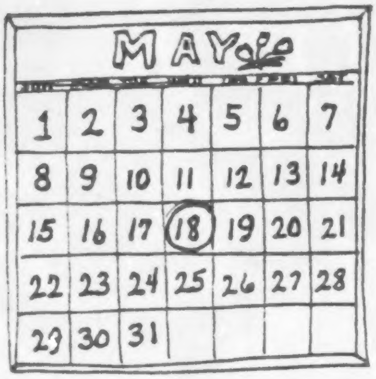
PLAN a home snack shop with your child.

HELP your child label each snack and make a list of snack prices. Tape the list to the refrigerator or cupboard.

At snack time, have family members buy snacks, using real or play money. Use a dollar bill or combination of coins that total more than the snack.

ASK your child to be the storekeeper and count the change for the customers.

Coin Count Up


MAY
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

ASK your child to think of a number less than 50.

CHOOSE a number larger than your child's number but not larger than 100.

ASK your child to add up with coins from his or her number to the number you chose.

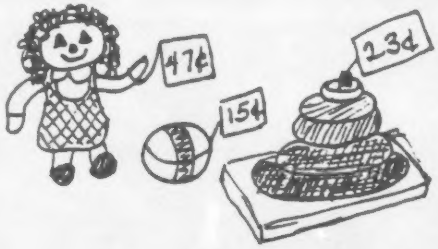
Suggestion: Your child may find numbers on a calendar or by flipping pages in a book.

Fairs, Bazaars, and Garage Sales

LET your child make small purchases when visiting the county fair, church bazaar, lemonade stand, or local garage sale.

GIVE a dollar bill or coins to the child.

ASK your child to return the change and count it up from the price.



Money 05-H - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

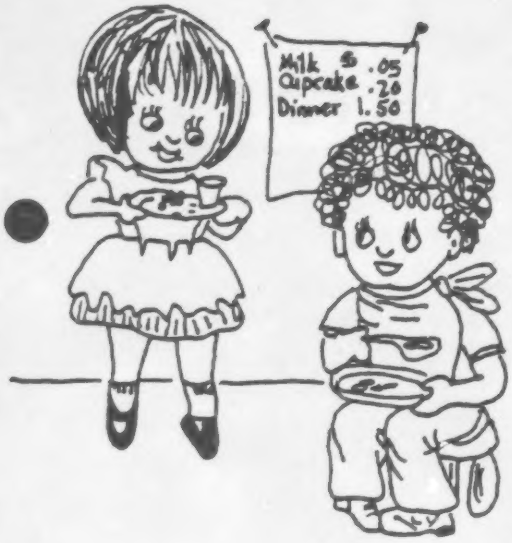
Dear Parents,
We are adding and subtracting money in Math. We use the dollar sign and decimal point. We write our problems like this:

```
$6.90      $2.39
+ .49     -1.80
$7.39      $ .59
```

PARENT INVOLVEMENT IN BASIC SKILLS

MONEY MATTERS

May I Take Your Order?



Your child can practice adding money by pretending to be a waiter or waitress at a family meal.

PREPARE a written menu with your child. Include prices for the food and drink. Agree on prices for food combinations, if you wish.

ASK your child to write down the order with prices for each "customer."

ENCOURAGE your child to help serve the meal to the family.

ASK your child to add the prices and give each "customer" a written bill for the meal.

TAKE a turn yourself.

Coupon Bargains

When you go food shopping with your child,

HAVE your child take some coupons, a pencil, and paper.

ASK your child to write the price of an item and the amount of the coupon for that item.

HAVE your child subtract the amount of the coupon to figure out how much you will pay for the item.

MONEY MATTERS

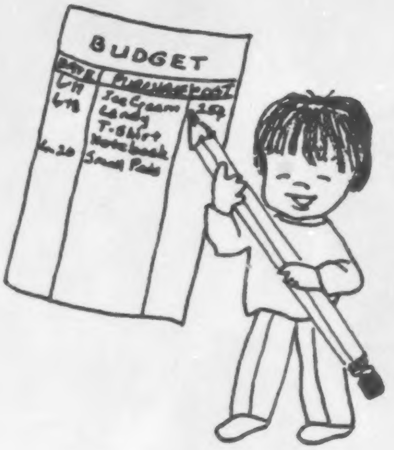
Balance the Budget

It is easy to spend money and not really know where it went.

Your child can make a small chart to keep a record (of money spent) for a week or month.

Date	What I Bought	Cost	Total
Mon.	lunch	$ .75	$ .75
Tues.	gum	.03	.78
Wed.	kite and lunch	1.48	2.26

As each day passes, add the new amount to the previous total.


BUDGET
Ice Cream
Candy
T-Shirt
Notebook
Small Pads

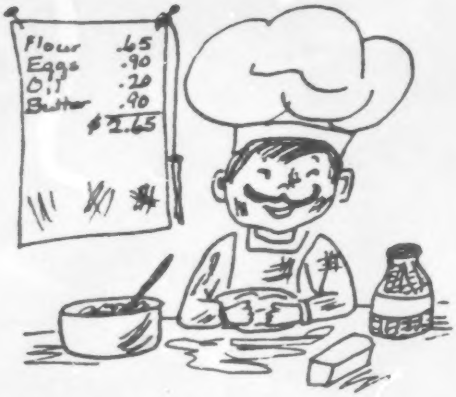
Cost of Eating

When you are preparing a meal at home,

SHOW your child the prices of the ingredients as they are used.

TELL your child to write down the price and add each new price as it is found. (Don't worry if some ingredients are not included. Salt, pepper, and half-used jars are difficult to price.)

TALK about the total cost of this meal at home. Save the paper your child used and compare the cost with prices at a restaurant.


Flour .65
Eggs .90
Oil .20
Butter .90
$2.65

Good Old Days

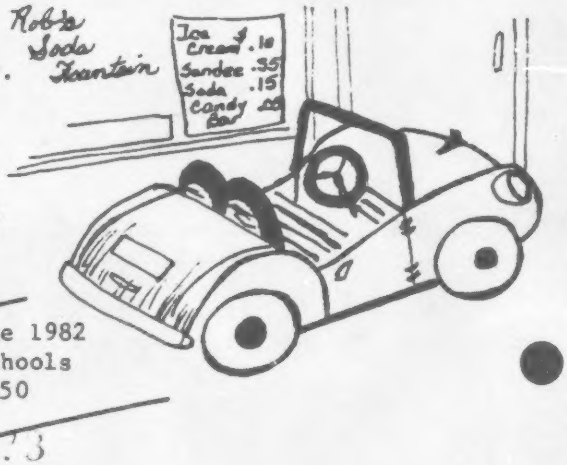
TALK to your child about the cost of things when you were his or her age.

CHOOSE one thing, such as milk.

SAY, Let's find out how much more it costs today.

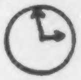
WRITE the price from the refrigerator carton. Put the "old days" price beneath it.

HAVE your child find out how much more expensive things are today by subtracting.


Rob's Soda Fountain
Ice Cream .10
Sundae .35
Soda .15
Candy Bar .05

Money 07-H - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning to read the clock and write down the time. Example:  is 3:00. We are including am or pm. We also write the time from written words. Example: two-thirty in the afternoon is 2:30 pm.

TIME AND TIME AGAIN

In the activities below, tell time to the nearest five minutes.

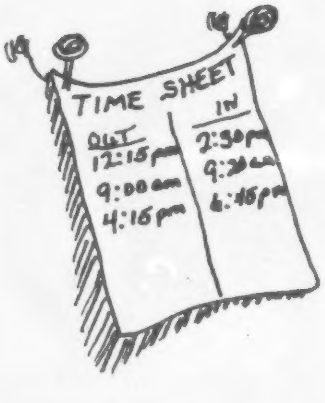
Daytime, Nighttime, Saturdays Too

LOOK through a newspaper with your child.

HAVE your child circle and show you places where time is printed.

NOTICE if am or pm is listed as part of the time.

Suggestion: Have your child keep a time log for one week for the following events:
Sunrise and sunset
High and low tides



Time Out

When you go on a trip or errand, have your child:

WRITE the time you leave and the time you return.

HELP figure out how many minutes the trip took.

Figure out how long it takes to get to places such as school, stores, or a friend's house.

TIME AND TIME AGAIN

Frozen in Time

HELP your child fill an ice cube tray with water and place it in the freezer. (You may also use a popsicle mold or paper cup.)

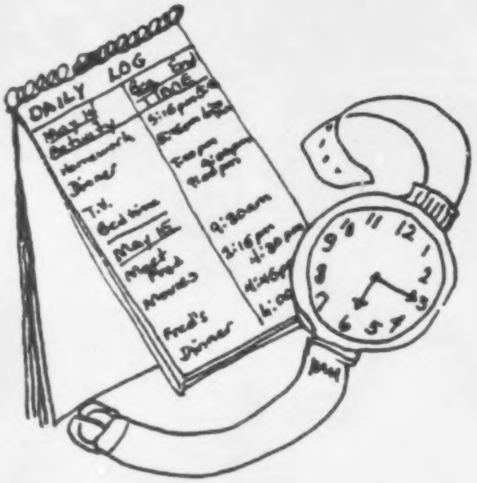
TELL your child to write down the time the tray was placed in the freezer.

DISCUSS a schedule for checking the ice. For example, check every 20 minutes.

Each time your child checks the freezer, have him or her write the time and describe the ice.

Your child will discover how long it takes for water to freeze and also will practice writing time!

Suggestion: Do this same activity while watching an ice cube melt!



Punching the Time Clock

ASK your child to write down the time at the beginning and the end of an activity, such as,
- Homework
- Shooting baskets
- Dinner
- Practicing a musical instrument
- Watching a TV program

TALK about how the time was spent.

Suggestion: Your child may be interested in keeping a log of short periods of time. For example, he/she may use an afternoon after school or a morning before school.

Birth Time

TELL your child the time of day or night that he/she was born. Use the words morning, afternoon, or evening.

ASK, Was it am or pm?

Time and Temperature 08-H - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning to measure capacity in liters (L) and milliliters (mL). One thousand milliliters equal one liter (1,000 mL = 1 L). The metric system is new to many of us. These activities will introduce us to metrics already in our lives.

PARENT INVOLVEMENT IN BASIC SKILLS

LITERS IN THE LIMELIGHT

Make Your Own Liter

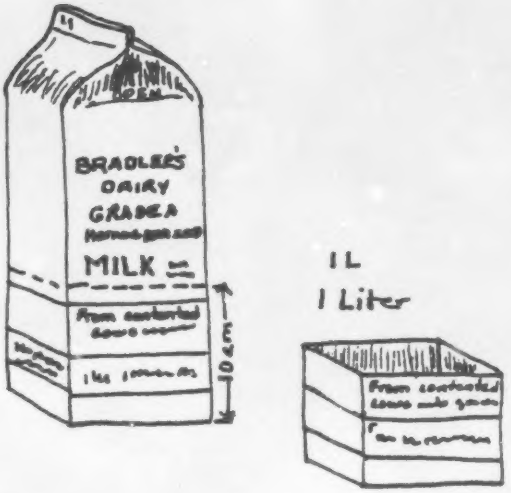
If you do not have a liter container, you can make one with a half-gallon milk carton.

MEASURE 10 centimeters (about 4 inches) up from the bottom of the carton with a ruler. Mark this measurement on the carton at several places.

DRAW a line around the container connecting your marks.

CUT carefully along the line. The bottom part of the carton will be a one-liter container.

MEASURE with your liter container.



Fill and Pour

FIND a measuring container which is marked with milliliters (mL).

GATHER several small containers such as an empty medicine bottle, a toy tea cup, or a coffee cup.

FILL each container with water.

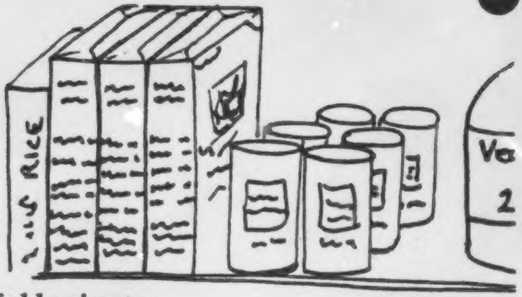
POUR the water from one container into the metric measuring container.

LET your child read the milliliters on the container.

FIND the number of milliliters needed to fill the other containers.

LITERS IN THE LIMELIGHT

Treasure Hunts



The next time you go to the supermarket, help your child find the L or mL capacities on your family's favorite juice, canned vegetable, or fruit.

OR

Take out different sizes of cans, cartons and bottles from your kitchen shelf, refrigerator, or freezer.

Ask your child to find something that holds the following:

- Less than 200 milliliters
- Between 200-500 milliliters
- Between 500 milliliters and 1 liter
- Between 1 liter and 2 liters
- More than 3 liters

Liter or Milliliter

Talk with your child about which metric unit (L or mL) to use in measuring the following:

water in a bucket (L) milk in a carton (L)
juice in a lemon (mL) vanilla in a recipe (mL)

Just for fun, together estimate how many liters or milliliters there would be in each?

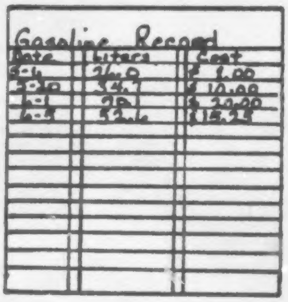
Try to think of more examples for practice.

Gas Station Metrics

Some gas stations are selling gasoline by the liter.

If you buy your gasoline at one of these stations, Ask your child to write the number of liters you buy.

Keep a log of the purchases.

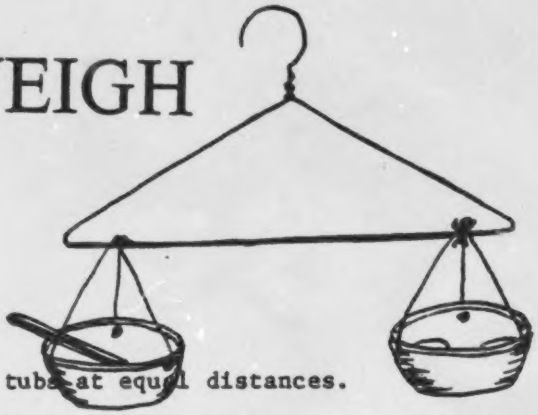


Capacity 03-H

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are weighing objects and writing their weights in grams (g) and kilograms (kg). We sometimes guess the weight of the object before we weigh it.

METRICS-A-WEIGH



Making Home Scales

GATHER the following materials:
- A coat hanger
- Two empty margarine tubs
- Six equal lengths of string or yarn
- Several coins

MAKE three holes in the rim of the margarine tubs at equal distances.

PUT string or yarn through the holes. Tie the string to the ends of the coat hanger.

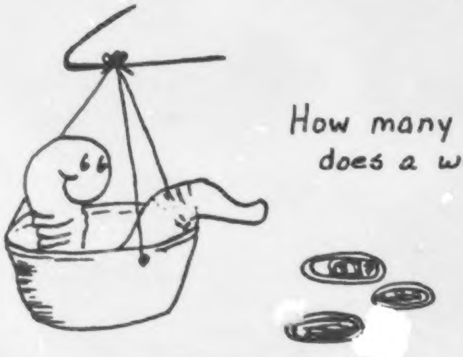
HANG scales from a cabinet handle, plant hook, or nail.

BALANCE objects with coins. Add the weight of the coins to get the weight of the object they balance.

PLACE a pen in one container and coins in the other. If it balances with two dimes and a nickel, the weight of the pen is about 2 g + 2 g + 4½ g = 8½ g.

Weight of Coins

1 penny = 2½ g
1 nickel = 4½ g
1 dime = 2 g
1 quarter = 5 g
1 half dollar = 11 g



How many grams does a worm weigh?

METRICS-A-WEIGH

Labelgrams

SELECT a variety of canned and packaged foods marked with grams such as bread, butter, noodles, soup, soft drinks . . . .

LET your child read the different weights. Line up the items from light to heavy.

NOTICE that the size of an item is not related to its weight. Share this with your child.

MUNCH-O's
SODA
CAND
NOODLES
BUTTER

Gram Snackers

TALK with your child about keeping a record of snack foods eaten for one or two days.

Let your child RECORD the name of the food, weight in grams, and the cost of the food.

DISCUSS the cost of different snacks. Do snacks that weigh less always cost less?

Gram Snacks

Food	Weight	Cost
Yogurt	240 g	$ .53
Orange	230 g	$ .20
Candy bar		

Kilo Capers

Have you and your child been to Metricville? It's the only metric community in Washington. You can find it at the Children's Museum, 3rd and H Streets, NE., Washington, D. C., (202) 638-5437. See if you can do the following tasks:

FIGURE your weight in kilograms
BUY three kilograms of tomatoes
LIFT a suitcase weighing 10 kilograms

Weight and Mass 03-H - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

PARENT INVOLVEMENT IN BASIC SKILLS

Dear Parents,
In Math we are matching shapes to see if they are congruent (exactly the same size and shape). Here are some things you can do at home to help.

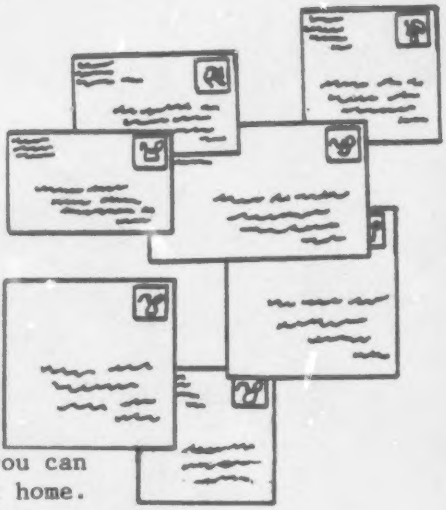
CONGRUENT SHAPES: IDENTICAL TWINS

Letters, We Get Letters

The next time a selection of envelopes arrives in the mail,

PUT all the envelopes on a table or counter top.

ASK your child to sort the envelopes into sets by size and shape. The ones which match exactly in shape and size are congruent.



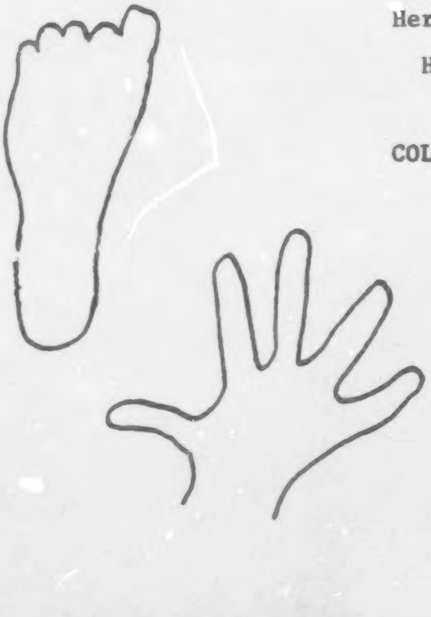
Home Prints

There are many ways you can make congruent "prints" at home. Here are some to choose from:

HELP your child trace hands or feet a few times on paper. Ask, "Which prints are congruent?"

OR

COLLECT several container lids with your child. Margarine and plastic storage containers are good. Place one lid on top of another to see if they are the same size and shape. Ask, "Which lids are congruent?"



CONGRUENT SHAPES: IDENTICAL TWINS

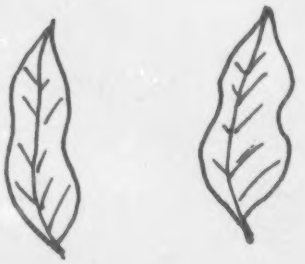
Nature Study

Here is a good outside activity for your yard, neighborhood, or nearby park.

HELP your child collect fallen leaves or look at leaves on a tree, bush, or plant.

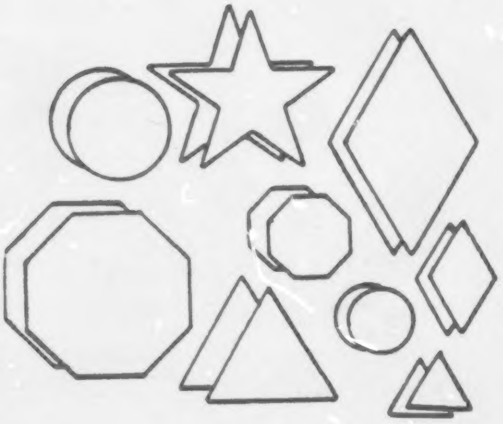
ASK, "How many nearly congruent leaves can you find?"

The leaves will be slightly different, but many are very, very similar. Sometimes in nature we settle for almost.



LOOK for animal tracks with your child.

TALK with your child about how each track made by the same foot or paw can be congruent.



Congruent Cutouts

FOLD a large piece of paper in half to cut two of each shape.

CUT out several different shapes including different sizes of the same shape.

ASK your child to match congruent shapes. Remember, two figures of the same shape but different sizes are not congruent. Also, a figure which is flipped can still be congruent.

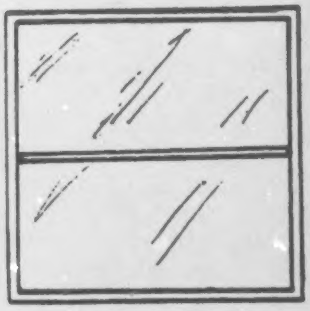
A Ship-Shape Home

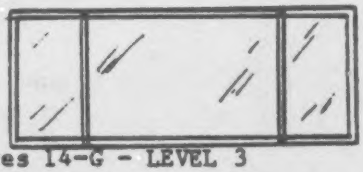
LOOK at the different shapes and sizes of windows around your home.

DESCRIBE the different windows you find.

LOOK FOR the windows which are the same size and shape.

LET your child decide which of the windows are congruent.





Geometric Figures 14-G - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning to get information from a table or chart. We are comparing different items on the same table.

TABLE TALK

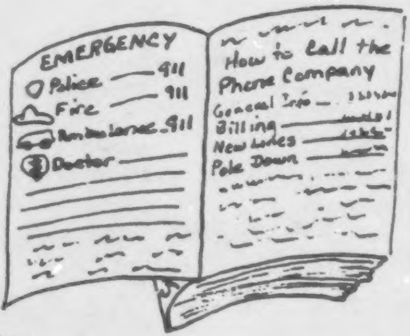
Suburban Maryland
GO BY THE BOOK
C&P Telephone

Let Your Fingers Do the Walking

OPEN a phone book to the inside cover where the table of emergency numbers is printed.

SHOW your child the table and ask questions, such as:

What is the number for the police?
Is it the same for the fire department?
What is the number for poison control information where we live?


EMERGENCY
Police — 911
Fire — 911
Ambulance 911
Doctor
How to call the Phone Company
General Info
Billing
New Lines
Pole Down

You may want to tell your child to circle the telephone numbers your family will need in case of an emergency or make a table to post by the phone.

Brrr . . .

FIND the temperature table on the inside of your daily newspaper.

HAVE your child find information such as:

The temperature yesterday where Grandma lives

Where it was hottest

How cold it was in ___________

Receipts

Use a few old receipts such as phone bills. Have your child find the most and least expensive items as well as the tax charged.

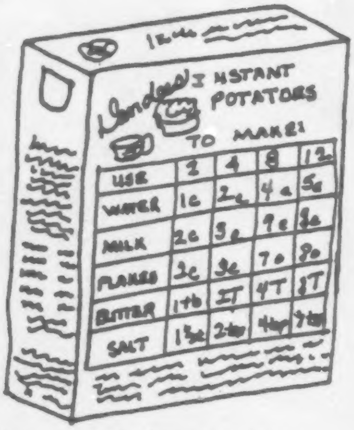
TABLE TALK

Cooking Tables

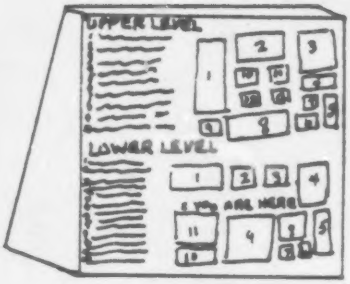
FIND cooking charts on pancake mixes,
hot cereal boxes, or rice boxes.

ASK your child,
If you are cooking for two people, how much
_____ (ingredient) will you use?

Which recipe makes the most food?


INSTANT POTATOES
TO MAKE:
USE
2
4
8
12
WATER
MILK
FLAKES
BUTTER
SALT

Lost and Found


UPPER LEVEL
LOWER LEVEL
YOU ARE HERE

Many stores, shopping malls, and office buildings have tables called "Directories" either at the entrance or on the mall.

Ask your child questions, such as:

Which aisle has _____?
Where can we find the _____?
Which floor is _____?
What is Dr. _____'s room number?

Keeping Score

If your child has a sport collection (for example baseball cards), he or she will enjoy choosing information from the tables.

The sports section of the newspaper also has tables of information about teams and individuals.

Together make a table showing the won and lost record of your child's favorite team or player for the season.

Table of Contents

Most books have a Table of Contents near the front.

LOOK at a few of these with your child and
discuss how information is found.

Table of Contents

Statistical Graphs and Tables 09-G

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning to understand a simple circle graph. We discuss the information we are given in the circle graph. These activities will help your child develop this skill.

INFORMATION IN THE ROUND

News Watch in the Round

Watch newspapers for graphs of information given in a circle. Some graphs are difficult for children to understand, but it is worth looking for them. Tell your child about the information.

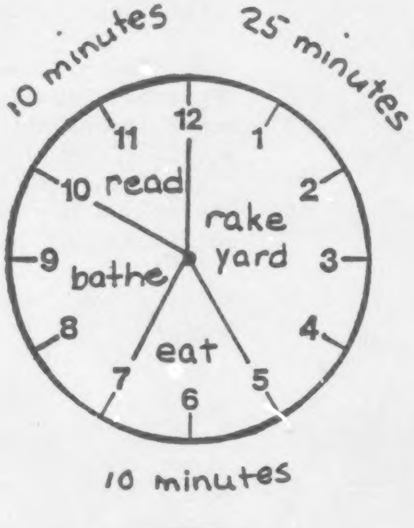
Circles in Time

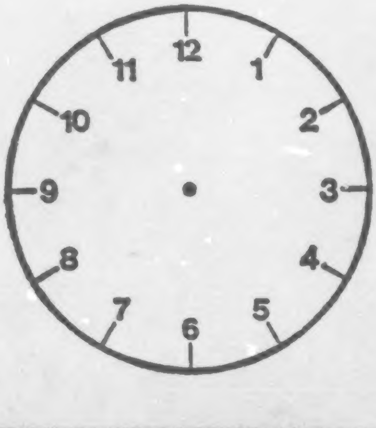
GRAPH how your child spent an hour of time either in the morning, after school, or during a weekend.

START at the hour to note your child's activity.

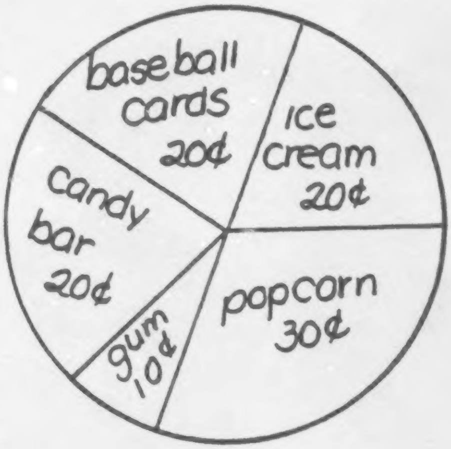
WRITE down the time whenever he or she does something different within the next hour.

CHART the hour by marking off sections on the circle graph at the right, using the position of the minute hand at the times you wrote down.


10 minutes
25 minutes
12
1
2
3
4
5
6
7
8
9
10
11
read
rake yard
eat
bathe
10 minutes


12
1
2
3
4
5
6
7
8
9
10
11

INFORMATION IN THE ROUND



A Dollar Spent

MAKE a circle graph showing how your child spends $1.00 or $10.00.

ASK your child to tell you how much was spent on each item.

Your Budget

MAKE a circle graph showing how the family's grocery money is spent.

SHOW the portion of money spent on the four basic food groups:

1. Meat, fish or poultry
2. Vegetables and fruit
3. Bread, breakfast cereals, noodles, and rice
4. Eggs, milk, and cheese
5. Miscellaneous—snacks, beverages, sugar, spices, salt, and pepper

TALK ABOUT which group has the most items which group costs the most and which groups are eaten at various meals.

Statistical Graphs and Tables 10-G - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

In school we are collecting information to use in making a table. Making a table is a way of listing information. The list may be phone numbers, grocery items, or any other items you wish.

PARENT INVOLVEMENT IN BASIC SKILLS

MAKING TABLES

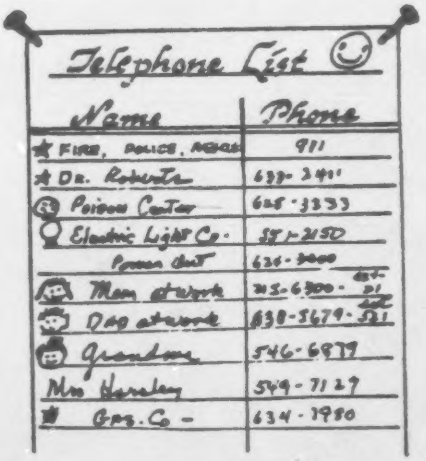
Numbers When It Counts

Have your child make a table listing emergency phone numbers. Post the list near the phone. Include these numbers in your table:

- Parents' work numbers
- Fire, police, ambulance - 911
- Responsible neighbor
- Family doctor
- Poison Control Center
- Power Company
- Gas Company

Talk with your child about the following:

- When to make emergency phone calls
- Who to call
- What information to give
- What to do after the call has been made while waiting for help



Telephone List

Name	Phone
★ FIRE, POLICE, RESCUE	911
★ Dr. Roberts	638-3401
Poison Center	625-3333
Electric Light Co.	551-2150
Power Out	636-3000
Mom at work	315-6300-ext. 21
DAD at work	638-5679-ext. 521
Grandma	546-6977
Mrs Hensley	549-7129
Gas Co -	634-7980

MAKING TABLES

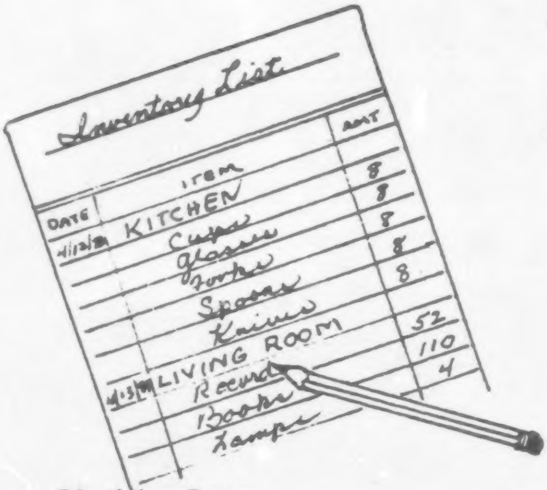
Take Me Out to the Ballpark

If your child has a favorite sport or sports team, talk about keeping a record like the one shown here.

A table of scores can also be kept while playing games at home. Record the scores as the game is played, or keep a record of games won, lost, tied, or unfinished.

Orioles 1981 Season

Won	Lost	Rained Out
~~1111~~ ~~1111~~ 11	111	11


Inventory List
AMT
ITEM
DATE
KITCHEN
Cups
Glasses
Forks
Spoons
Knives
LIVING ROOM
Records
Books
Lamps
8
8
8
8
8
52
110
4

Taking Inventory

Your child can help you make an inventory of the contents of one closet, cabinet, or room. Have your child:

LIST items to be counted.
EXAMPLE Forks, spoons, knives, plates, pans, books, records, coats, and shoes.
COUNT the items in each category.
WRITE the number of items in each category on the table.
KEEP this inventory of your permanent household contents.

Birthday Data

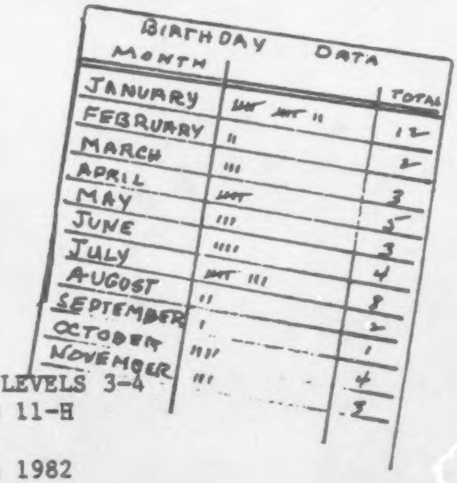
Have your child:

WRITE the name of each month on a separate line on a piece of paper.

ASK family members and friends the month of their birthdays.

RECORD each answer with a mark next to the name of the month.

Which month has the most birthdays?
Which month has the fewest birthdays?


BIRTHDAY DATA
MONTH
TOTAL
JANURRY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGOST
SEPTEMBER
OCTOBER
NOVEMBER
12
2
3
5
3
4
8
2
1
4
3

Program of Studies - ELA, p. 5 - LEVELS 3-4
Statistical Graphs and Tables 11-H
Project Basic 1.1.1.25

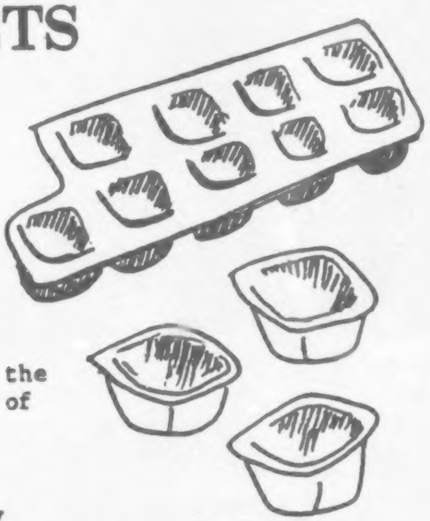
Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,
In Math we are learning to show one half, one third and one fourth of a set. A set is a group of objects. One third of the set is shaded in this example.

▲ ▲ △ △ △ △

PARENT INVOLVEMENT IN BASIC SKILLS

SETS IN SETS



Fractional Sets

GIVE your child the bottom of an empty egg carton.

CUT OUT the egg cups to make 12 pieces.

ASK your child to show 1/2, 1/3, and 1/4 of the set of 12. Separate the 12 into groups of 6, 4, and 3.

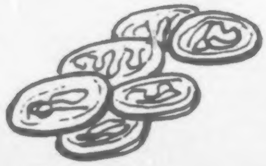
Fractions With Money

For this activity use eighteen pennies.

Have your child show you:
1/2 of 18 (9 pennies)
1/3 of 18 (6 pennies)

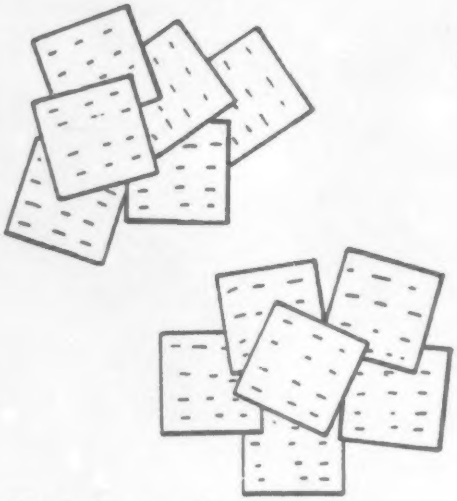
Have your child show you:
1/2, 1/3, and 1/4 of 12
1/2 and 1/3 of 6
1/2 and 1/4 of 16

Try other numbers



SETS IN SETS

Fractured Food



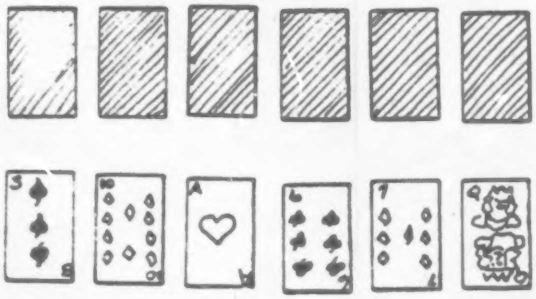
Give your child a set of twelve crackers. Ask your child to separate the crackers into two equal sets, three equal sets, and four equal sets.

Have your child name the fractional parts of the sets - 1/2, 1/3, or 1/4.

When you are in the grocery store, look for items that are packaged in sets. Look for these things: cookies, crackers, soft drinks, and hot dog buns.

Talk about the fractions - 1/2, 1/3, and 1/4.

Fraction Fun



ASK your child to take twelve cards from a deck of cards.

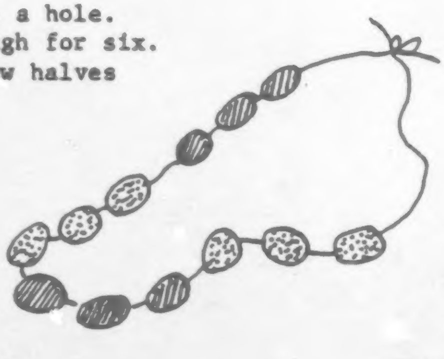
LAY the cards face down in a row to form a set.

HAVE your child turn three cards face up and tell you what fraction of the set that is. Do the same with four and six cards.

SHUFFLE the cards and play again.
Try 16 cards. Show 1/2, 1/4.
Try 8 cards. Show 1/2, 1/4.
Try 10 cards. Show 1/2.

Create-A-Set

Have your child make 12 beads for a necklace from play dough (see Handbook for recipe).
PUT a toothpick through each bead to make a hole.
USE red dough for six beads and green dough for six.
HAVE your child string the necklace to show halves and fourths of 12.

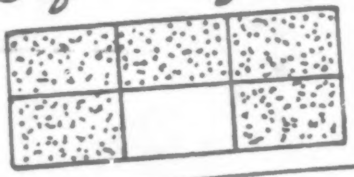


Fractions 05-H - LEVEL 3

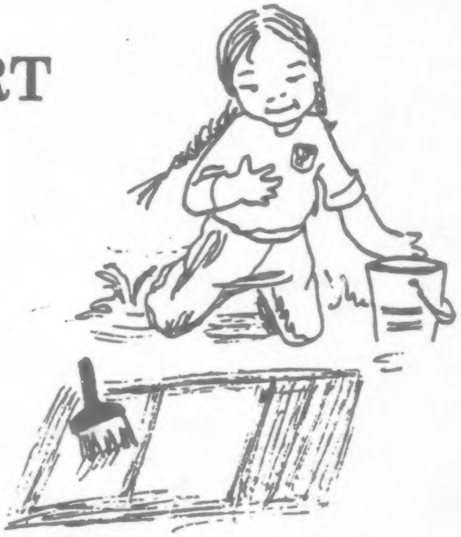
Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

In Math we are naming fractions of a region or area divided into 2, 3, 4, 6, 8 or 10 equal parts. For instance, we write the fraction that describes the shaded part of this figure as $\frac{5}{6}$.



NAME THAT PART



Water Paint

GIVE your child a bucket of water and a paint brush to "water" paint on the patio, sidewalk, or driveway.

HAVE your child outline a large area with the brush and water. Divide it into equal parts.

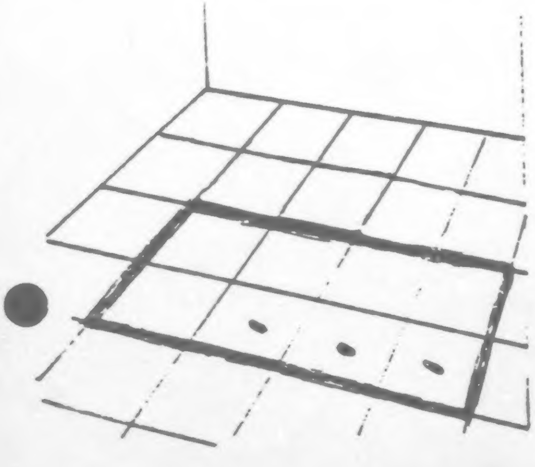
PAINT in some sections. Name the fractional parts.

Tiled Regions

TAPE off an area of a tile floor. Include ten, eight, or six equal size tiles.

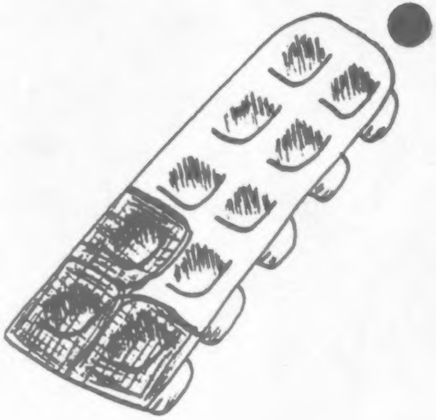
MARK with a coin, checker, or button one or more tiles.

ASK your child to name the fraction of the region marked.



NAME THAT PART

Covered Cartons

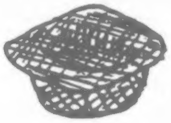


Egg cartons can be used to show fractional parts.

You will need two empty egg cartons of different colors.

Cut off the lid and end sections (two cups) from both cartons. Cut the bottom of one carton into ten separate cups.

Ask your child to put a certain number of cups into the carton. Have your child tell you the number of tenths covered.



Bits and Pieces

The food your child eats can be divided into equal parts.

Cut a waffle into four, six, or eight equal parts. Ask your child to put butter and syrup on some of the parts. Have your child name the fraction.

When you have cake for desert, help your child cut it into ten, eight, or six pieces. Have your child tell you what fractional part of the cake will be eaten if everyone has a slice.

Ask what fraction will be left.

Cut cheese, brownies, and casseroles into two, four, six, eight, or ten equal parts and talk about fractions.

Common Fractions 08-H - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

Dear Parents,

We are rounding three-place numbers in Math. We round to the nearer ten by looking at the number in the one's place.

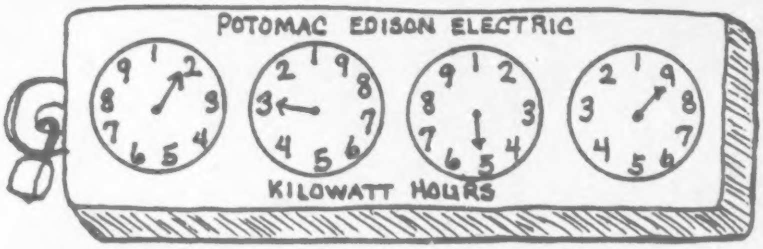
Example: 354 rounds down to 350.

We round to the nearer hundred by looking at the number in the ten's place.

Example: 354 is rounded up to 400.

Remember that 5 or more is rounded up and less than 5 is rounded down.

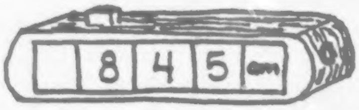
ALMOST THERE



Meter Reader

LOOK for meters and dials in your home that have at least three digits. You might use the following items:

- Electric meter
- Water meter
- Pressure gauges
- Timers
- Digital clocks
- Watches



ASK your child to read the last three numbers.

HAVE your child round the number to the nearer ten and the nearer hundred.

ALMOST THERE

Rounding It Out

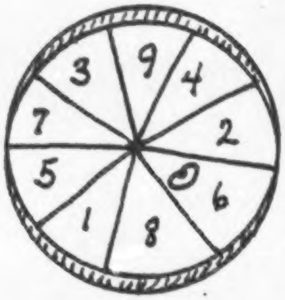
To practice rounding, have your child:

USE a cardboard box or lid with inside bottom marked in nine sections.

TOSS a marker such as a bean, coin, or pebble into the box. Write the number of the section where it lands.

TOSS the marker three times to get a three-digit number.

ROUND the number to the nearer ten, nearer hundred. Write the rounded number.



Cards, Anyone?

USE a deck of playing cards.

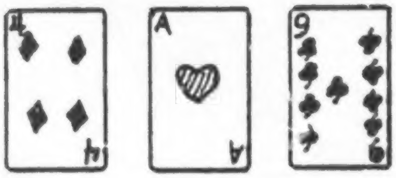
REMOVE all face cards from the deck.

Consider all remaining cards at their face value.

DEAL three cards face up. Place them next to each other.

ASK your child to read the number made by the three cards.

HAVE your child round the number to the nearer ten and to the nearer hundred.



Miles and More Miles

When you plan a trip, discuss the distances between places on the way or between home and your destination.

"About how many miles is it from home to _____?"
"In round numbers, if we drive to _____, how many miles will be left?"

Estimation and Rounding 02-G - LEVEL 3

Montgomery County Public Schools
Rockville, Maryland 20850

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

PARENT INVOLVEMENT IN BASIC SKILLS

PARENT

HANDBOOK

Revised June 1982

Edward Andrews
Superintendent of Schools

The development of this manual was supported by funds made available to MCPS from the U. S. Department of Education. However, opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education, and no official endorsement of the U. S. Department of Education should be inferred.

Parent Involvement in Basic Skills
Parent Handbook

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Acknowledgements

Montgomery County Public Schools
850 Hungerford Drive • Rockville, Maryland • 20850

Dear Parents:

Parents and teachers in Montgomery County have always worked together for the benefit of children, but the Parent Involvement in Basic Skills Program can help bring home and school cooperation to a new level.

Parents have a crucial role in the education of their children, and we believe this program will help you be even more effective by supplementing the learning that takes place in public schools.

Parents, working with MCPS staff, wrote these activities for parents and children to do together at home. These activities will help your child achieve the objectives of our mathematics and reading/language arts programs.

I hope these materials will help assure that the strong partnership between teachers and parents will continue, and help improve your child's learning.

Sincerely yours,

Edward Andrews

Edward Andrews
Superintendent of Schools

PARENT INVOLVEMENT IN BASIC SKILLS ©

Dear Parents:

The activity sheets in this booklet are like the activity sheets that will be given to your child at school. The activity sheets were written to provide you and your child with informal home learning experiences. Each activity sheet is based on an objective of the Instructional Program in Mathematics or a unit from the Reading/Language Arts Program. These activities can help extend children's learning while they enjoy themselves.

Parents are a child's first and most important teacher. Home learning continues even after the child starts school. The activities on these sheets complement what your child is learning in school. They also give you an opportunity to share in your child's formal education.

You may see activities you have already done; you may want to try them again. You may see new activities. You are not expected to do them all. You can expand on them as you like. You can change them to suit you or your child. You may have your child do some of these activities with others in the family or with friends.

As you and your child do the activities, you may want to let your child's teacher know:

1. If you and your child enjoyed the activities
2. If the "Dear Parents" letter helped to inform you about your child's schoolwork
3. If doing the activities helped your child with his or her schoolwork

If you and your child change or expand an activity successfully, why not note the change and send it back to the teacher to share with other parents?

Our effort was to provide enjoyable and useful activities related to classroom instruction. We hope the activity sheets will inform you of what your child is learning in school and give you ideas for ways to help your child.

Sincerely yours,
The Parent Writers

HOW TO USE THE INFORMAL HOME LEARNING ACTIVITIES

The Informal Home Learning Activities are useful in a variety of ways:

1) As regular, send-home activities for students after they have received instruction in Reading/Language Arts or the Mathematics Programs

2) As specific suggestions for parents who ask: "What is my child learning in school?" "What can I do to help?"

3) As a regular communication between the school and the home to increase parent understanding of the Reading/Language Arts and Mathematics Programs

4) As an extension of learning in the classroom involving parents

The Informal Home Learning Activities are specific suggestions for home learning. Each parent is encouraged to use his/her own style in doing the activities. Some activities may be modified to build in special interests or projects. Others may provide a starting place for additional activities. These Activity Sheets will be given to your child at school.

We hope the informal home learning activities and the resources in this handbook will be both fun and valuable for parents and children.

NOTES

The Reading/Language Arts Program

In kindergarten through third grade, children read short stories, folktales, fables, and poetry as part of the MCPS Reading/Language Arts Program. The goal is to increase each child's comprehension through emphasis on four basic skills: listening, speaking, reading, and writing. These four skills are tools young people use to find and convey meaning. They learn by relating what they read to their own experiences. Reading/Language Arts develops children's ability to make sense of their world - to understand and to be understood.

The home activities to supplement Reading/Language Arts give children additional opportunities to use these skills.

The Instructional Program in Mathematics

The MCPS Instructional Program in Mathematics is an organized sequence of math skills and concepts. Within this program, the children progress at a pace based on their achievement.

Learning begins with concrete materials and experiences. Abstract ideas are introduced as children are ready and should not be forced. Understanding is more important than memorizing.

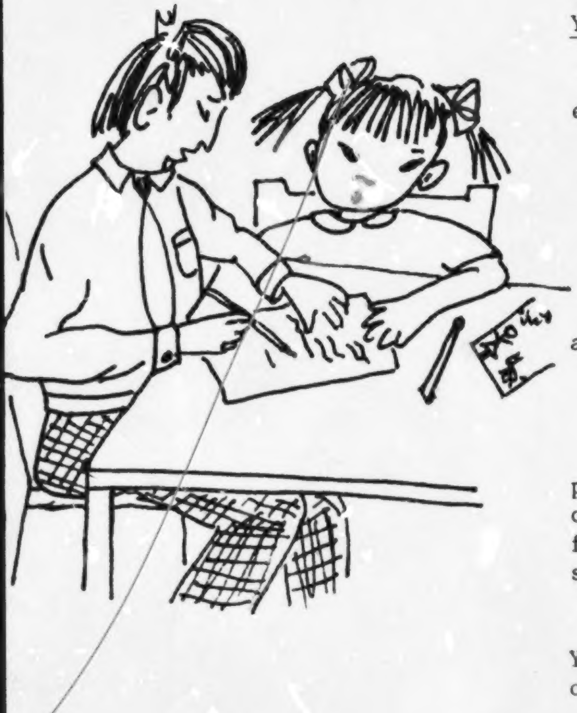
The program is organized by skills such as addition, subtraction, time and temperature, geometric figures, and fractions. Instruction is geared to meeting grade level objectives. The home activities are based on these objectives.

In mathematics, children relate new concepts to old ones, prepare for future skills, and review what they have already learned. The children are encouraged to develop a positive attitude toward mathematics, and to learn how math is used to solve daily problems.

PARENT INVOLVEMENT IN BASIC SKILLS

Dear Parents,
In Reading/Language Arts, children use their own experiences for writing stories. First, they talk about what happened. Then, the words are written. These words become an "Experience Story" for reading.

IT HAPPENED TO ME



Your Child . . . The Author!

Talk with your child about an everyday experience:

What did you eat for breakfast?
What did you do in art class?
Tell me what you saw on the way home
from school.

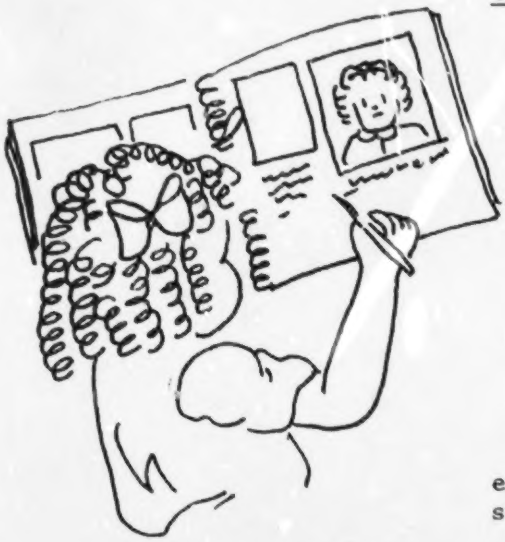
Talk about what happened, who was there, and/or how everybody felt.

Ask your child to draw a picture.

Help your child write a story about the picture. You can write down the story as your child tells it to you or your child can write it for him(her)self. You may need to help spell some words.

Read with your child what has been written. Your child may want to send the story to a friend or relative, or begin a diary.

IT HAPPENED TO ME



Your Child . . . The Photographer!

Look through photographs with your child.

Ask your child to choose pictures to help write a story. Arrange the pictures in order for the story.

Let your child write or tell you a sentence(s) about each picture.

Use the pictures and the sentences to make a book.

Help your child read the story to the family.

If your child has a camera, he or she may enjoy planning the pictures to take for another story.

Your Child . . . The Anchor Person

WALK with your child around the neighborhood.

LOOK for things to report to the family:
- The weather
- The ball game score
- The cat who just had kittens

HELP your child write about the walk. Have your child use a large spoon as a microphone to report "the news" to the family.

Instead of a large spoon, you could glue a small gelatin box onto the end of a pencil. Your child will have his or her very own "microphone."

If you have a tape recorder, let your child record his/her report.

Experience Story - General Activity Sheet

Montgomery County Public Schools
Rockville, Maryland 20850

PARENT INVOLVEMENT IN BASIC SKILLS

Dear Parents,
The children are learning to apply math skills to every-day problems. Their experiences at home provide many opportunities to practice solving math problems.

I CAN DO IT

Your Child . . . The Chef!

LET your child make the salad for dinner one night.

GIVE your child -
a salad bowl for each family member and the food to make the salad.

EXAMPLES
tomato wedges
cucumber slices
celery chunks
green pepper slices
carrot slices
lettuce

ASK your child to put equal portions into each bowl.

LET your child prepare the following salad dressing, using only the 1/4 cup and the 1/2 teaspoon to measure.

1/2 cup salad oil
1/4 cup vinegar or lemon juice
1 teaspoon sugar or honey
1/2 teaspoon paprika
1/2 teaspoon salt
1/2 teaspoon oregano

Combine ingredients. Shake well before pouring.

I CAN DO IT

Food Problems Your Child Can Help Solve

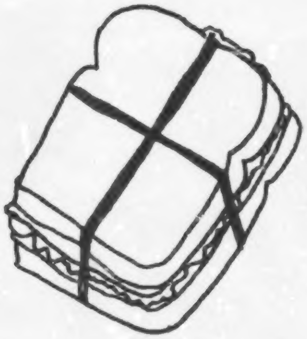
When do I put the casserole in the oven if I want it to be done by _______ o'clock?

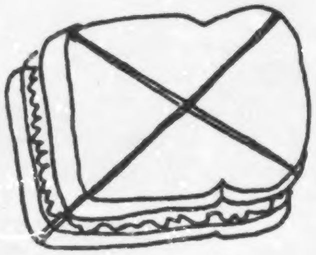
Will the hot dogs and hot dog buns come out even at the barbecue?

How should I cut my sandwich--in half or in fourths; in rectangles or in triangles?

How can I share two apples with four people?

How many of each utensil, dish, glass, and napkin do I need to set the table?





Odds and Ends

Use these everyday happenings for practicing problem solving.

Ask your child to match and sort socks for each family member.

Talk with your child about the weather and the best clothes to wear that day.

Start a shell or rock collection. Sort the shells according to size or shape.

Have your child figure out how many days until his/her birthday or another special occasion.

Model kits of cars, airplanes, or other toys are a favorite activity and require a lot of problem solving.

Problem Solving - General Activities
Copyright 1981, Revised June 1982
Montgomery County Public Schools
Rockville, Maryland 20850

RESOURCES

RECIPES FOR HOMEMADE FUN

Homemade Crayons

Keep small pill containers. Gather up old broken crayons. Remove paper. When you have enough pieces of one color, melt* the pieces in a tin can set in a pan of water. Pour the melted wax into a pill bottle and cool. Dip the container in hot water to remove the new, chunky crayon.

*Use caution when melting the wax pieces. The melted wax may flame.

Homemade Books

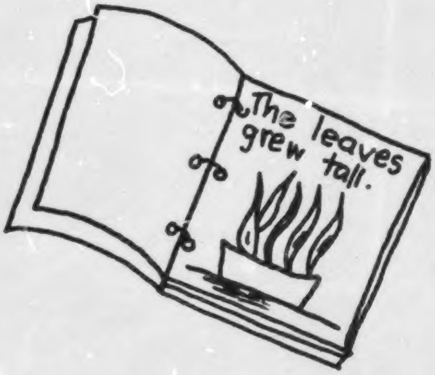
Fold a pieces of construction paper in half, then in half again. Cut the top folds to separate the pages. Staple along left side.

OR

Gather the following things:
- Sheets of plain paper
- Two pieces of colored paper
- A stapler or hole punch and yarn

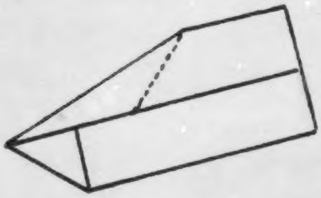
Put the plain paper sheets between the two sheets of colored paper.

Fasten them all together along left edge with staples. Or punch holes along the edge; lace yarn or string through the holes, or use brads.

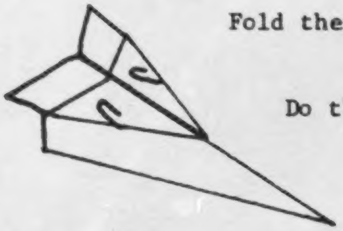

The leaves grew tall.

Homemade Glider

You will need one piece of paper (8½" x 11"), glue, and two paper clips.



Fold the paper in half lengthwise.



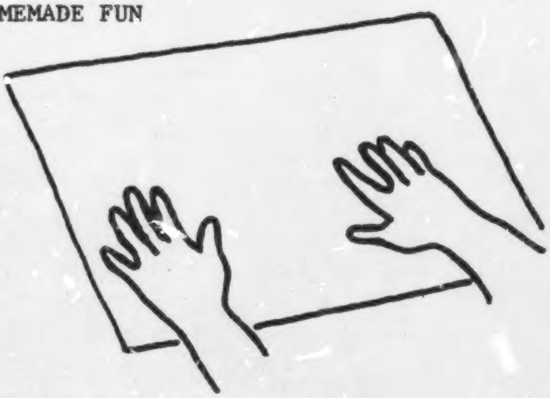
Open the paper to fold in two corners. Do this to one end of the paper.

Fold these corners to the center.
Fold the sides up to meet.
Fold each side down for the wings.

Glue the nose and the tail together.
Put two paper clips on the front wings.

You are ready to launch your glider!

RECIPES FOR HOMEMADE FUN



Homemade Finger Painting Paper

Shelf paper
Shiny side of freezer wrap
Butcher paper

Homemade Finger Paint

3 tablespoons sugar
½ cup cornstarch
2 cups cold water
food coloring
detergent

Mix sugar and cornstarch. Then add water. Cook over low heat until thick, stirring constantly.

Cool and pour into containers such as old margarine tubs, cottage cheese containers, or yogurt cups. Add a few drops of food coloring to each container, plus a pinch of detergent.

Homemade Play Dough

Ingredients needed:

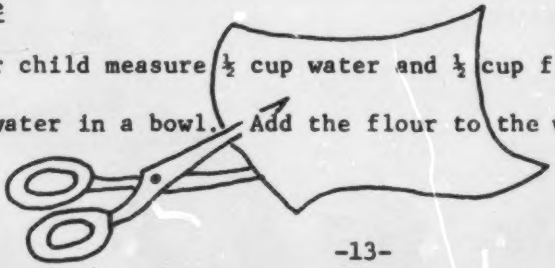
1 cup flour
½ cup salt
2 teaspoons cream of tartar
1 tablespoon salad oil
1 cup water
Several drops of food coloring

Mix and heat all ingredients over medium heat. Cook for a few minutes, stirring constantly. When it forms a ball, take it out of the pan and let it cool. Keep in airtight container at room temperature.

Homemade Paste

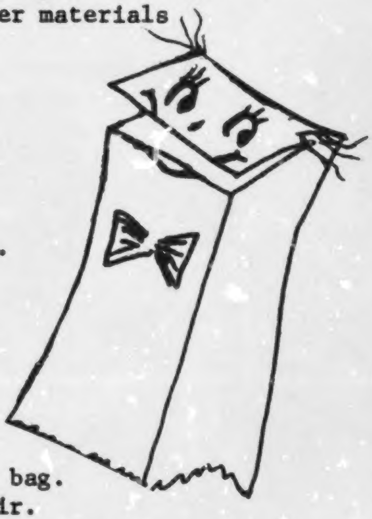
Help your child measure ½ cup water and ½ cup flour.

Put the water in a bowl. Add the flour to the water and stir.



PUPPETRY

Children love puppets. They are easy to make, and they can be made from paper cups, paper bags, paper plates, socks, and other materials available at home. Try some of the following ideas.



Paper Cup Puppets

Have your child draw a face on the cup. Cut ears from construction paper and glue to the sides of the cup. Glue on pieces of paper or yarn for the hair.

Paper Bag Puppets

Have your child draw a face on the bottom flap of a bag. Glue pieces of yarn or strips of paper to the bag for hair. Decorate the bag with markers or pictures cut from old magazines. Have your child put his or her hand inside the bag to make the puppet open and close its mouth.

Popsicle Stick Puppets

Your child can make a family of puppets very quickly using popsicle sticks, paper, and glue. Clean the used popsicle sticks. Have your child draw a character's face or an entire person or animal. Cut each one out and color it. Glue the back of each character to a popsicle stick.

Sock Puppets

Help your child make a sock puppet. Sew buttons on top for eyes. Sew or pin pieces of yarn for the hair. Decorate the puppet with markers, ribbon, or pieces of fabric.

NOTE

If you are starting a puppet project with children, the following book is an excellent resource for ideas and suggestions:
Jenkins, Peggy Davison. The Magic of Puppetry: A Guide For Those Working With Young Children. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.

NO-COOK RECIPES FOR KIDS!

Cream Cheese Candy

This is fast, easy, and needs no cooking. It's so rich you probably can't eat as much as you think. Count on 10 minutes to fix; 15 minutes to harden.

1 8oz. package cream cheese, softened
2 teaspoons milk
1 teaspoon vanilla
1 tablespoon honey
1/3 cup chopped walnuts
1/2 cup unsweetened coconut

1. Mash the cream cheese in a bowl with a spoon and blend in the milk.
2. Add the vanilla, honey, and walnuts. Blend ingredients well.
3. Pour coconut onto a plate, form the cream cheese mixture into balls, and roll them in the coconut.
4. Put the balls on a dish in the refrigerator to harden for about 15 minutes. Makes about 12 pieces.

Carrot Salad

Wash 5-6 medium carrots. Grate into a big bowl. Mix in 3/4 cup raisins. Add 1/3 cup mayonnaise and 2 tablespoons milk or water. Mix thoroughly.

Peanut Butter Play Dough

This is even more fun than regular play dough, because you can eat it and it tastes good.

Put 2¼ cups of peanut butter into a bowl. Mix in 6 tablespoons of honey. Add powdered milk, mixing it with your hands until it makes a good dough. Mold it into any shape you like, or roll it out and cut out shapes with cookie cutters. It's also fun to take some raisins and make designs on your shapes.

Peanut Butter Candy

This makes a good snack or dessert.

3-4 graham crackers
3/4 cup powdered sugar
1 cup peanut butter
1 cup chocolate chips
2/3 cup dry milk
3 tablespoons water

Crush graham crackers on waxed paper and set aside. Put remaining ingredients in a bowl and mix thoroughly. Shape mixture into 1" balls. Roll balls in graham cracker crumbs. Spread balls on plate. Refrigerate for 30 minutes. Makes 25-30 balls.

MUSEUM REFERENCE LIST

Museums are mentioned on various activity sheets. Unless otherwise noted, admission is free. Smithsonian museums are open Labor Day through March from 10:00 a.m. to 5:30 p.m.; April through Labor Day from 10:00 a.m. to 9:00 p.m. Special children's exhibits and other museums may have different hours. For recorded information about the Smithsonian, call Dial-a-Museum 357-2020.

National Museum of American History
14th St. & Constitution Ave., NW.
Washington, D. C. 357-1300

Collections deal with various forms of American life beginning with the Revolutionary War period. There are three Discovery Corners for children on the third floor.

National Museum of Natural History
10th St. & Constitution Ave., NW.
Washington, D. C. 357-1300

Collections focus on man and his natural environment. Also included are an Insect Zoo and a Discovery Room where children and adults can see, touch, or study specimens.

National Zoological Park
Rock Creek Park
Washington, D. C. 673-4800
Entrances are at Adams Mill Rd., Beach Drive, and the 3000 block of Connecticut Ave., NW.

Admission is free, but there is a charge for parking in the Zoo parking lots.

National Air & Space Museum
6th St. & Independence Ave., SW.
Washington, D, C. 357-1300

Collections cover the history of flight from the Wright Brothers plane to Skylab, and beyond to space exploration. Two movies and a planetarium are available at a nominal fee.

Museum of African Art
316-318 A St., NE.
Washington, D. C. 287-3490

A small museum, painted to resemble an African village, exhibits the art and culture of Africa. Displays of animal sculptures and musical instruments.

National Gallery of Art
6th St. & Constitution Ave., NW.
Washington, D. C. 737-4215

A large collection of original works of art, including paintings and sculpture.

Washington Dolls' House & Toy Museum
5236 44th St., NW.
Washington, D. C. 244-0024

Admission fee is charged. Closed Mondays. Miniature houses, furniture, figures, and toys are displayed.

Explorer's Hall
National Geographic Society
17th & M Sts., NW.
Washington, D. C. 857-7000

A small museum with concise, informative, easy-to-see exhibits on explorers. The hall has taped narrations for each exhibit.

Capital Children's Museum
3rd and H Sts., NE.
Washington, D. C. 638-5437

Admission fee is charged. Closed Mondays. Children may use all of their senses to learn by doing.

BIBLIOGRAPHY

More activities for parents and children working together are found in these books.

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Cole, Ann; Haas, Carolyn; and Weinberger, Betty. Still More Recipes for Fun. Northfield, Illinois: PAR Project, 1976.

Cromwell, Ellen. Feathers In My Cap: Early Reading Through Experience. Washington, D. C.: Acropolis Books Ltd., 1980.

Haas, Carolyn. The Big Book of Recipes for Fun. Northfield, Illinois: CBH Publishing, Inc., 1980.

Kelly, Marguerite and Parsons, Elia. The Mother's Almanac. Garden City, New York: Doubleday & Co., Inc., 1975.

Robins, Eve and Tippett, Katherine S., eds. Going Places With Children in Washington, 10th ed. Rockville, Maryland: Green Acres School, 1982.

Libraries have additional books with more ideas.

PARENT EDUCATION RESOURCE CENTER

The Parent Education Resource Center, 4610 West Frankfort Drive, Rockville, Maryland (Parkland Junior High School), is a place where parents can check out materials on parenting and borrow children's books, toys, and records for home use with preschoolers. There is a play area for children to use while their parents select materials. Activities are planned several times a week for preschoolers.

Hours: Monday through Friday 9:30 - 4:00 September through June

One evening per week

Half-time during July and August

Closed on Montgomery County Public School holidays.
Phone: 871-3873

NOTES

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